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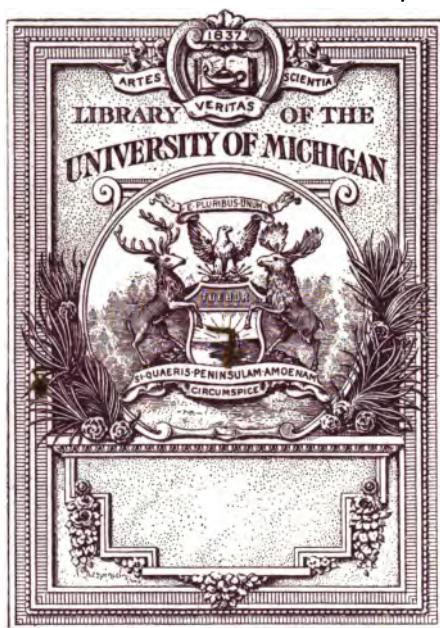
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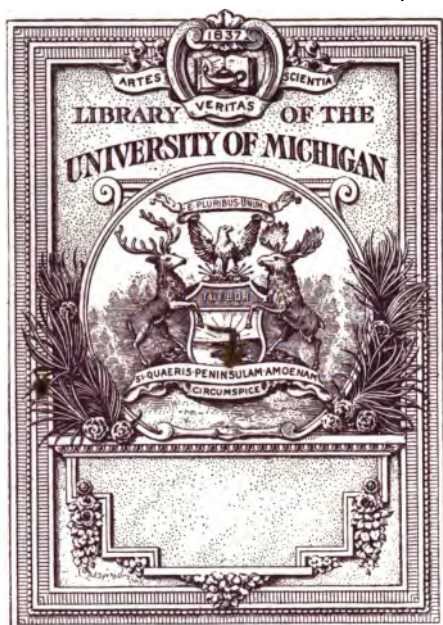
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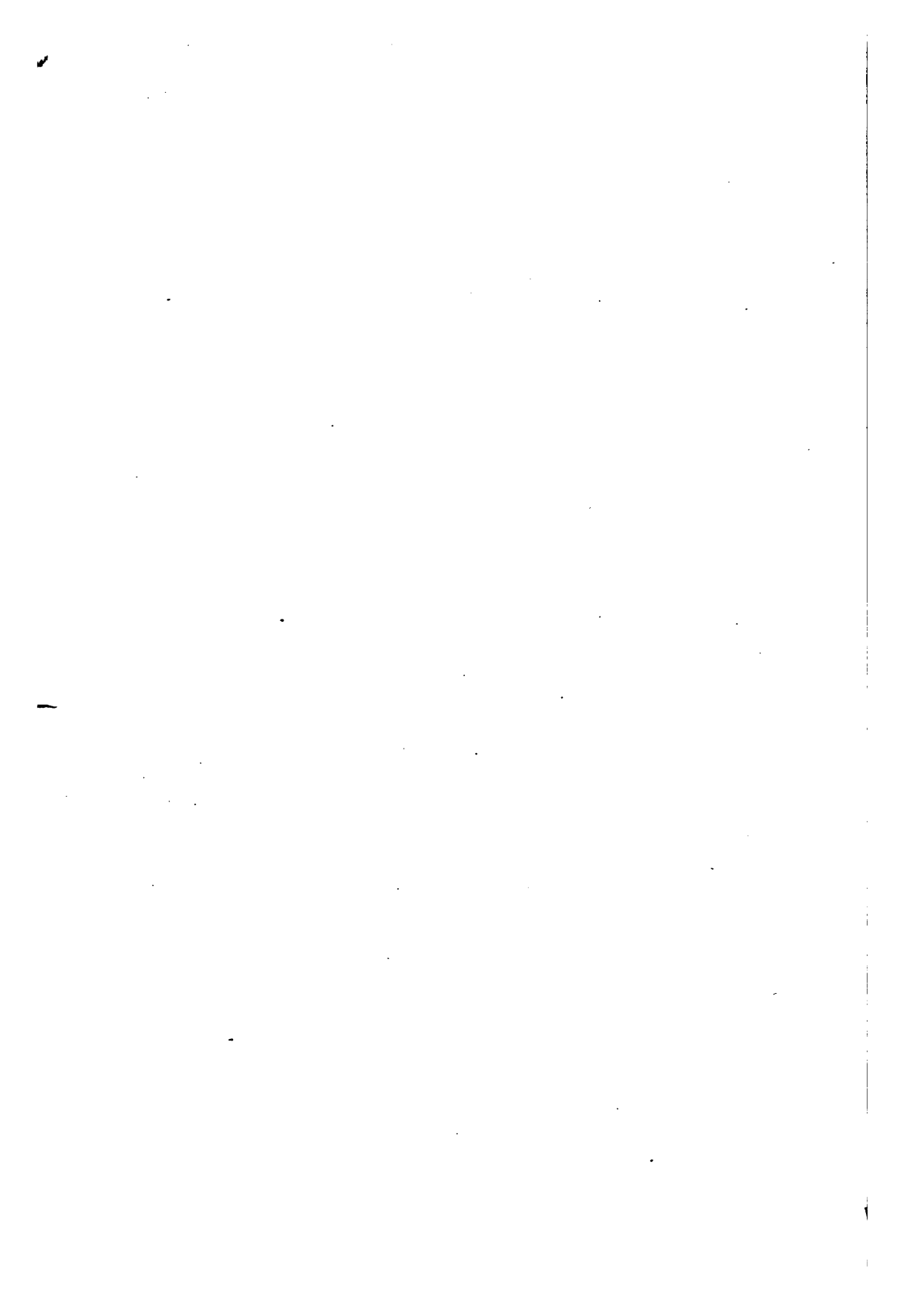
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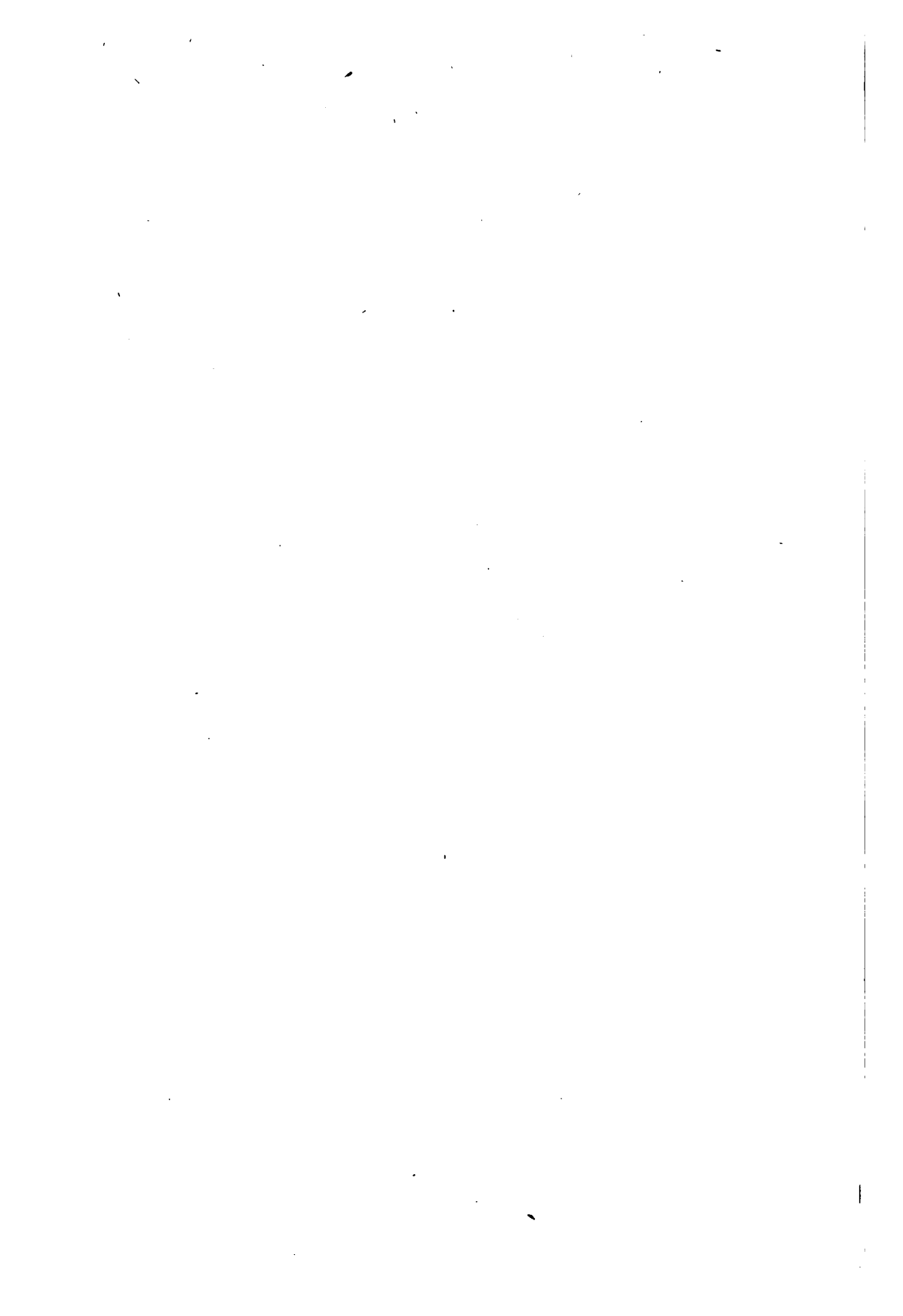


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HIGH SCHOOL AND STOUT MANUAL TRAINING SCHOOL, MENOMONIE.

B. J. Stevens

BIENNIAL REPORT

OF THE

State Superintendent

OF THE

STATE OF WISCONSIN,

FOR THE

Two Years Ending June 30, 1898.

J. Q. EMERY, State Superintendent.



MADISON, WIS.:
DEMOCRAT PRINTING COMPANY, STATE PRINTER
1898

OFFICE OF STATE SUPERINTENDENT,
MADISON, WIS., December 1, 1898.

To His Excellency, EDWARD SCOFIELD,
Governor of Wisconsin.

SIR: I have the honor to submit herewith, as required by law, the Biennial Report of the Department of Public Instruction, which embraces the period beginning July 1, 1896, and ending June 30, 1898.

I am sir, very respectfully,

Your obedient servant,

J. Q. EMERY,
State Superintendent.

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General Report.

much longer standing and under more favorable conditions. The low per cent. of illiteracy is rapidly lessening, and the standard of needed intellectual culture is perceptibly rising. It is unfortunate that we are still unable to fully and completely vindicate this fact, through our inability to represent the work of the great number of private schools of every grade, in the state. These form a large and important element in educational activity, the extent of which we can only conjecture, although irresistibly impressed with its potency.

Your attention is also invited to the discussion of special features of educational activity, which no tabulated statements are able adequately to represent. These represent the pervading spirit, the deep and increasing interest of the people, which finds expression in manifold forms of effort, not only, but in the persistent and abiding jealousy with which general and popular provision for the education of all classes in elementary and secondary schools is guarded and the satisfaction with which successful schools and teachers, and facilities are regarded. The rural schools are still a fruitful theme of earnest contention and various opinions; but critics and partisans alike are champions of the best system, administration and methods possible of attainment. The result and outcome of protracted and earnest and able discussion will be ultimate advancement.

Without outlining details, a few general suggestions are submitted by which, through legislative action, our school system may be strengthened and improved radically and immediately.

I believe these embody the best and most mature convictions of the wisest and most practical educational leaders in the country, and they are commended to your careful and favorable consideration.

With congratulations upon the unmistakable and incon

General Summary.

trovertible evidences of activity, of upward and forward movement, of steady and constant growth along all educational lines in the state, this biennial report is respectfully submitted.

GENERAL SUMMARY.

CENSUS.	1896-7.	1897-8.
Number between 4 and 20 residing in the state.....	696,933	708,535
Number between 7 and 13 residing in the state.....	309,725	316,491
Number between 7 and 13 who attended public school 12 weeks or more	247,538	251,849
Number between 7 and 13 who attended private school 12 weeks or more	46,610	48,069
ENROLLMENT IN PUBLIC SCHOOLS.		
Number between 4 and 20.....	423,975	429,794
Number under 4.....	608	340
Number over 20	992	693
Total number	425,575	430,827
SOME PERCENTAGES.		
Per cent. of the whole number of persons in the state between 4 and 20 enrolled in public schools.....	60.8	60.6
Per cent. of those between 7 and 13 who attended public schools 12 weeks or more	79.9	79.5
Per cent. of those between 7 and 13 who attended private schools 12 weeks or more	15	14.7
Per cent. of those between 7 and 13 who did not attend any school 12 weeks.....	5	5.7
SCHOOL HOUSES.		
Number of school houses in the state	6,907	6,940
Seating capacity of all public school houses.....	491,519	485,588
TEACHERS.		
Number of male teachers employed	2,502	2,654
Number of female teachers employed	9,875	9,811
Total number employed	12,377	12,465
Average monthly wages of male teachers (outside of cities)	\$44.50	\$41.00
Aver. monthly wages of female teachers (outside of cities)	\$30.38	\$29.50*
TEACHERS' QUALIFICATIONS.		
Number of normal teachers employed, graduates in counties	284	369
Number of normal teachers employed, undergraduates in counties	1,638	1,785
Number of teachers holding state certificates, in counties.....	392	447
First grade certificates granted:		
By county superintendents.....	474	457
By city superintendents	116	105
Second grade certificates granted:		
By county superintendents	1,745	1,630
By city superintendents.....	299	235
Third grade certificates granted:		
By county superintendents.....	6,361	5,946
By city superintendents	391	472
Certificates limited to less than one year, in counties	563	621
Total number of certificates granted	8,580	8,033
Applicants refused certificates:		
By county superintendents	2,787	2,466

Summary of Free High Schools.

SUMMARY OF FREE HIGH SCHOOLS.

FOUR YEARS' COURSE.	1896-97.	1897-98.
Number of such schools.....	138	152
Number of teachers employed.....	459	492
Number of pupils under 20 enrolled.....	13,070	13,693
Number of pupils over 20 enrolled.....	269	286
Number of pupils in English branches only.....	6,916	6,934
Number of pupils in German.....	3,095	3,620
Number of pupils in Latin or Greek.....	3,058	3,594
Number of graduates this year.....	1,527	1,748
Number of graduates since organization.....	13,909	16,500
Number of non-resident pupils enrolled.....	2,177	2,565
Average salary of assistants.....	\$510.00	\$513.00
Average salary of principals.....	\$1,175.17	\$1,233.00
Number of principals with salary \$1,000 or over.....	103	106
Number of female principals.....	3	3
Number of schools with average attendance less than 25.....	2	3
THREE YEARS' COURSE.		
Number of such schools.....	57	57
Number of teachers employed.....	72	73
Number of pupils under 20 enrolled.....	2,173	2,188
Number of pupils over 20 enrolled.....	50	49
Number of pupils in English branches only.....	2,343	2,238
Number of pupils in German.....	43	47
Number of pupils in Latin or Greek.....	8	11
Number of graduates this year.....	344	346
Number of graduates since organization.....	1,724	2,017
Number of non-resident pupils enrolled.....	583	490
Average salary of assistants.....	\$382.94	\$312.08
Average salary of principals.....	\$736.55	\$732.90
Number of principals with salary \$1,000 or over.....	9	9
Number of female principals.....	2	2
Number of schools with average attendance less than 25.....	14	18
TOTALS IN BOTH COURSES.		
Male assistants.....	67	55
Female assistants.....	267	298
Principals holding state certificates.....	44	42
Principals holding university or college diplomas.....	67	78
Principals holding normal school diplomas or certificates.....	86	82
SUMMARY OF CITIES HAVING CITY SUPERINTENDENTS.		
Number of children between 4 and 20 years of age.....	230,911	236,337
Number of children between 7 and 13 years of age.....	96,596	100,951
Number of children between 7 and 13 who have attended public school 12 weeks or more.....	65,301	67,247
Enrollment of children between 4 and 20 in public schools.....	117,331	123,220
Number of school buildings.....	350	234
Seating capacity.....	116,693	109,065
Teachers employed.....	2,577	2,665
Average salary of male teachers.....	\$992.60	\$967.08
Average salary of female teachers.....	\$415.48	\$405.20

Common School Finances.

STATE CERTIFICATES AND DIPLOMAS.

	1897.	1898.
Number of unlimited state certificates granted.....	12	11
Number of limited state certificates granted.....	20	13
Number of "county superintendent's certificates" granted....	30	35
Number of diplomas of state university countersigned....	63	42
Number of diplomas and certificates of Wisconsin normal schools countersigned	253	255
Number of diplomas of colleges and universities other than the university of Wisconsin.....	28	28

COMMON SCHOOL FUND.

Amount of the common school fund.....	\$3,555,818 43
Increase during last two years.....	99,837 62
Income of common school fund, 1898.....	131,932 19
Income from one mill state tax, 1898.....	600,570 62
Total income, 1898.....	\$792,502 81
Number of acres of unsold land, 34,064.81.	

COMMON SCHOOL FINANCES.

RECEIPTS.	1896-7.	1897-8.
Amount on hand June 30, 1896.....	\$1,566,300 57	\$1,437,372 86
From local taxes.....	3,131,421 84	3,154,908 35
From taxes levied by county boards.....	782,913 56	854,379 07
From school fund income.....	659,562 33	717,348 02
From all other sources.....	596,997 94	583,308 34
Total	\$6,737,196 29	\$6,747 316 64
DISBURSEMENTS.		
For building and repairing.....	\$589,783 08	\$522,686 61
For apparatus, furniture, etc.....	122,150 05	133,254 29
For old indebtedness	239,107 81	262,131 61
For teachers' wages	3,451,985 76	3,505,915 20
For all other purposes	911,496 27	876,518 79
Total	\$5,314,522 97	\$5,290,506 40
Balance on hand June 30.....	1,431,651 84	1,456,813 24
EXPENDITURES PER INDIVIDUAL.		
Per capita of those between 4 and 20:		
In cities having superintendents.....	\$9 31	\$8 96
In counties outside of cities.....	6 78	6 71
Per capita on those enrolled between 4 and 20:		
In cities having superintendents.....	18 33	17 19
In counties outside of cities.....	10 32	10 30
Per capita for teachers' wages only on those enrolled between 4 and 20:		
In cities having superintendents.....	11 98	11 54
In counties outside of cities.....	6 67	6 79

REPORT OF THE

University Finances.

NORMAL SCHOOL FINANCES.

	1896-7.	1897-8.
Total receipts from all sources.....	\$335,472 84	\$351,449 20
Total disbursements	321,680 82	340,623 31
Balance	\$13,792 02	\$10,825 89

Total surplus in two years, \$24,617.91.

UNIVERSITY FINANCES, 1896-97.

RECEIPTS.

From United States Appropriations:		
Income productive University Fund.....	\$12,592 50	
Income productive Agri. Col. Fund.....	12,188 34	
Treas. U. S. for Exp. Station (Hatch).....	15,060 00	
Treas. U. S. for Agri. Col. (Morrill).....	23,000 00	\$62,780 84
From State Appropriations:		
Ch. 300, laws 1883, 1-3 mill.....	\$75,000 00	
Ch. 29, laws 1891, 1-10 mill.....	60,000 00	
Ch. 241, laws 1893, 1-5 mill.....	120,000 00	
Ch. 62, laws 1887, Agri. Institutes.....	12,000 00	
Ch. 413, laws 1887, Washburn Observatory.....	3,000 00	
Ch. 232, laws 1889, 1½ license fees.....	12,873 30	
Ch. 311, laws 1895, Hand Book, N. Wis.....	2,000 00	\$284,873 30
From Students' Fees, Farm Sales and Other Sources:		
Students' fees, tuition, etc.....	\$32,391 20	
Agricultural College sales.....	23,197 62	
Time service	802 25	
University Extension, lecture fees.....	247 99	
Rents	426 50	
Interest on Bank Deposits	175 67	
Adv. in and sale of Inst. Bulletins.....	1,499 75	
Lantern rent	23 00	
Damage to lantern.....	23	
Freight refund	7 41	
Students' laboratory supply fees.....	9,698 65	
Library fines	14 08	
Material sold	22 81	
School of Music, use of pianos.....	95 00	68,602 16
From Gifts:		
Alumni Fellowship (1895-96).....	\$106 25	
Alumni Fellowship (1896-97).....	325 00	
Pabst Fellowship.....	\$431 25	
Uihlein Fellowship.....	400 00	
Henrik Wergeland Scholarship (1897-8).....	400 00	
	200 00	1,431 25
From Bills Payable (Temporary loans):		
First Nat. Bank of Madison, Wis.....	\$25,000 00	
Bank of Wisconsin, Madison, Wis.....	14,000 00	
		\$39,000 00
Total receipts.....		\$456,687 55

University Finances.

DISBURSEMENTS.

For Agricultural College and Experiment Station.....	\$65,585 03
For College Letters and Science.....	120,599 09
For College Engineering.....	37,761 27
For College of Law.....	14,602 02
For School of Pharmacy.....	8,046 81
For University Extension.....	4,545 79
For Observatory.....	6,372 85
For General Library.....	10,081 10
For Agricultural Institute Fund.....	14,390 59
For Administration.....	16,756 78
For Printing and Advertising.....	6,666 56
For Repairs.....	4,199 88
For Heat and Light.....	14,529 89
For Laboratory Supplies.....	8,936 94
For Roads and Grounds.....	5,802 35
For General Account.....	2,448 72
For Ladies' Hall.....	66,635 99
For Horticultural Building.....	13,704 53
For Dean's House.....	4,914 80
For Johnson Endowment Fund.....	300 00
For Jackson Bequest.....	1,000 00
For Pabst Fellowship.....	400 00
For Uihlein Fellowship.....	400 00
For Alumni Fellowship.....	506 25
For Lewis Medal Fund.....	20 00
For Camp Randall.....	321 48
For Central Plant.....	66 50
For Bills Payable (Temporary Loan paid).....	25,000 00
For Rowing Tank.....	1,072 48
For Dairy Barn.....	917 67
For Hill Farm.....	13,038 04
Total disbursements	<u>\$466,623 41</u>

Total receipts and disbursements.....	\$456,687 55	\$466,623 41
Balance September 30, 1896.....	41,207 89	.....
Balance September 30, 1897.....	.....	<u>31,272 03</u>
	<u>\$497,895 44</u>	<u>\$497,895 44</u>

UNIVERSITY FINANCES, 1897-98.

RECEIPTS.

From State Appropriations:	
Chapter 25, Sec. 390, R. S. 1898, 17-40 of 1 mill.....	\$255,000 00
Chapter 418, Laws 1887, Washburn Observatory.....	3,000 00
Chapter 62, Laws 1887, Agricultural Institutes.....	12,000 00
Chapter 232, Laws 1889, 1 $\frac{1}{2}$	12,787 00
Chapter 230, Laws 1897, Sugar Beet Seed.....	500 00
From United States Appropriations:	
Treasurer United States for Experiment Station (Hatch fund)	\$15,000 00
Treasurer United States for Agricultural College and Mechanic Arts (Morrill).....	24,000 00
From Productive Funds:	
Income from productive University fund.....	\$12,101 12
Income from productive Agricultural college fund.....	11,889 85

University Finances.

Miscellaneous:	
From bills payable (temporary loan).....	\$30,000 00
From Students' fees, tuition, etc.....	32,572 80
From students for laboratory supplies.....	11,765 48
From matron Ladies' Hall (two years).....	940 72
From time service.....	90 00
From interest on bank deposits.....	145 89
From material sold.....	103 83
From rents	327 38
From adv. in and sale of agricultural institute bulletins	1,470 55
From university extension lecture fees.....	416 67
From freight refunds.....	7 60
From library fines.....	16 78
From use of pianos.....	166 00
From Agricultural College sales, proceeds of material after being used for experimental purposes.....	21,242 99
From Private Sources:	
From interest on Jackson bequest.....	\$790 00
From interest, Amelia Doyon bequest.....	285 00
From Uihlein fellowship.....	400 00
From Alumni fellowship.....	400 00
From German Philology library fund.....	15 00

DISBURSEMENTS.

For Agricultural College and Experiment Station.....	\$70,370 77
For College Letters and Science.....	122,825 38
For College Engineering.....	39,290 11
For College Law.....	14,654 35
For School of Pharmacy.....	8,281 17
For School of Education and University Extension.....	8,508 66
For Observatory	6,423 89
For General Library	11,424 10
For Agricultural Institute Fund.....	13,405 17
For Administration	16,188 46
For Printing and Advertising.....	5,024 92
For Repairs	8,681 33
For Heat and Light.....	15,025 00
For Laboratory Supplies.....	9,275 28
For Roads and Grounds.....	3,375 36
For General Account.....	4,327 13
For Ladies' Hall.....	2,052 50
For University Hall.....	12,425 75
For Dairy Barn.....	18,907 39
For Horticultural Building.....	250 64
For Science Hall Ventilation.....	7 80
For Uihlein Fellowship.....	400 00
For Alumni Fellowship.....	400 00
For Henrik Wergeland Scholarship.....	200 00
For Jackson Bequest, Interest.....	1,000 00
For Summer School.....	2,000 00
For Bills Payable.....	44,000 00
For Jackson Bequest (Temporary Loan, Crosby).....	10,000 00
For Amelia Doyon Scholarship.....	285 00
For Jackson Endowment Fund.....	300 00
For Lewis Medal Fund.....	20 00
Total Disbursements	\$449,330 16
Total Receipts and Disbursements.....	\$447,434 66
Balance September 30, 1897.....	31,272 03
Balance September 30, 1898.....	29,376 53
	\$478,706 69
	\$478,706 69

Wages, Diplomas, and Certificates.

RECAPITULATION.

DISBURSEMENTS.	1896-7.	1897-8.
Amount expended in support of the university.....	\$497,895 44	\$478,706 69
Amount expended for normal schools.....	321,680 82	340,623 31
Amount expended for common schools, including high schools.....	5,314,522 97	5,290,506 40
Amount for salaries and allowances to county superintendents.....	72,063 12	72,063 12
Amount for maintenance of teachers' institutes.....	20,055 00	19,420 00
Amount supplied by the state for the maintenance of day schools for the deaf.....	16,189 56	19,175 50
Amount paid for Webster's dictionaries—first supply to school districts.....	1,561 00	2,205 00
Total amount expended.....	\$6,243,967 91	\$6,222,700 02

COMPARISON OF AVERAGE WAGES.

Number of Teachers and Enrollment in Counties outside of Cities from 1885-1898, inclusive.

Years.	Av. wages, male teachers.	Av. wages, female teachers.	Number male teachers.	Number female teachers.	Total enrollment pupils between 4 and 20 years of age.	Total number of teachers employed.
1885.....	\$11 75	\$28 20	2,293	7,504	259,372	9,800
1886.....	42 64	28 15	2,211	7,718	243,851	9,929
1887.....	42 25	29 58	2,224	7,846	262,214	8,852
1888.....	43 94	28 91	2,300	7,818	265,477	10,123
1889.....	44 50	29 00	2,216	8,273	269,063	10,489
1890.....	43 50	29 00	2,222	8,302	273,561	10,524
1891.....	44 96	29 65	2,138	8,540	171,807	10,678
1892.....	45 00	29 40	2,089	8,443	270,325	10,532
1893.....	41 70	29 48	2,093	8,478	275,840	10,481
1894.....	No av.	reported.	2,091	9,351	284,717	10,432
1895.....	44 68	29 78	2,107	7,972	309,257	10,079
1896.....	47 01	31 02	2,176	7,712	298,530	9,838
1897.....	44 50	30 33	2,218	7,582	306,644	9,800
1898.....	41 03	29 50	2,360	7,434	306,574	9,500

DIPLOMAS AND CERTIFICATES ISSUED AND COUNTER-SIGNED BY STATE SUPERINTENDENT.

	All previous to Sept. 30, 1894	Sept. 30, 1894, to Sept. 30, 1898.	Sept. 30, 1898, to Dec. 1, 1898.
Normal Schools.....	1,303	841	38
University.....	275	163	3
Private colleges.....	121	86	1
Milwaukee High School.....	80	9	
State Certificates.....	308	103	
Foreign Diplomas and Certificates.....	33	75	
County Superintendents' Certificates.....		121	
Totals.....	2,120	1,856	42

School Census and Attendance.

SCHOOL CENSUS AND ATTENDANCE.

An examination of the school census of the state of Wisconsin for the past five years reveals some encouraging conclusions and very interesting facts, especially as to the maintenance of the proportion of children of school age enumerated, who are reported as attending public school.

The increase in the number reported in 1898 over that of 1896 is 23,645 and an increase of 43,267 over the number reported in 1894, the total census of children of school age being 703,535. For certain reasons, which will appear later in this discussion of statistics, it is worth while to notice that the increase in the census of children of school age may be considered under two heads, namely: the increase as reported from counties outside of cities having city superintendents, and the increase as reported from cities having superintendents. Fourteen thousand, four hundred and eleven children of school age were reported in 1898 in excess of the number returned in 1896, from such counties, and 32,253 in 1898 in excess of the number reported in 1894. In cities, in 1898, 10,205 were reported in excess of the number returned in 1896 and 21,014 in excess of the number returned in 1894. This fact is significant as showing the ratio of increase of urban and other population and also the proportionate increase which each bears to the total school census. Of the increase since 1894, 43,267 in the total school population, 32,253 are returned from counties outside of cities and 21,014 from cities under superintendents.

This comparison suggests still more important and interesting lines of analysis when we pass to an examination of the ratio of children between the ages of seven and thirteen attending public schools and private schools to the *whole* number of such ages reported in the census. It is

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especially interesting as it shows the increasing ratio of attendance in public schools as against the constant attendance or even decreasing ratio of the number of children sent to private schools. It will be seen that the increase in private school attendance falls considerably below the average in the enumeration from counties outside of cities, and is even declining; while in cities the increase in the attendance in private schools does not keep pace with the ratio of increase in the census of those between seven and thirteen years of age.

It is customary to regard with some doubt the accuracy of the statistics of children reported in the census attending public schools as compared with the number attending private schools because of the fact of duplicate enrollments, some enumerators including the children as attending private schools who may have been enrolled the same year in public schools. It is also understood that a certain number of pupils are counted in public school enrollment who have withdrawn from such schools and attended private schools only a portion of the year. Whatever the facts may be, it is doubtful whether the double enrollment will offset the number of pupils between the age of seven and thirteen who are not counted in their seventh year. Those who have watched the attendance of children in the larger cities as well as in rural districts, are aware that a considerable number who may be entered by the enumerator as not having attended public school, are detained from entering school some months before being enumerated. They are enumerated as of seven years of age, but as not attending school. These children are to be found in school before the next enumeration. As the census, however, is taken upon the same basis and under the same conditions for successive years, it may be presumed that the number returned of the two classes attending public schools twelve weeks or more,

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and private schools twelve weeks or more, of children between seven and thirteen years of age is fairly accurate, and a comparison of this number with the total number reported of children between seven and thirteen will indicate the ratio of those attending some school and the number who are presumably deprived of school privileges.

In 1898, thirteen thousand, eight hundred and sixty-seven children of from seven to thirteen years of age attended public school in excess of those attending in 1896, and 20,990 in excess of those reported enrolled in 1894. On the other hand, there were 364 children less enrolled in private schools in 1898 than in 1896 and 153 less than in 1894. These comparisons, however, include the total number reported from both counties and cities. A further analysis reveals the fact that there was an increase in the number enrolled in counties outside of cities of 10,420 in the year 1898 over 1896, and 14,062 over 1894; while on the other hand, in counties outside of cities, there were 1,186 pupils less enrolled in private schools in 1898 than in 1896 and 683 less in 1898 than in 1894. These general tendencies are somewhat modified as to cities, for while the increase in the attendance in cities of pupils in public schools was 3,348 in 1898 over the number attending in 1896, and 7,429 in 1898 in excess of the number attending in 1894, the attendance in private schools gained 822 in 1898 over the number reported in 1896 and 2,008 in 1898 over the number reported in 1894.

The deductions to be drawn from the statistics are more clearly seen by the statement of the same facts in the form of percentage which at once emphasizes the inferences mentioned heretofore as to the larger growth of public school attendance in counties exclusive of cities than in urban localities. The statistics in this report form the basis for the following percentages and may be verified by reference to succeeding pages.

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Inferences as to the prosperity of the public school system based upon the proportion of children attending the same must include a careful attention to the important fact that in this state the school age extends from four to twenty years. If the number of children reported in the census between four and twenty years be made the basis of estimating the percentage of school attendance, in comparison with that of other states where the school age is more limited, erroneous conclusions will result and with great injustice to the state of Wisconsin. The more rational and reliable basis upon which the proportion of school attendance should be discussed, should be upon the number of children reported between the age of seven and thirteen. This age indicates the period during which the average child is presumed to be under systematic instruction for a portion of the year. The minimum time is twelve weeks, and it is safe to exclude children from the calculation who have not at least the benefit of twelve weeks' schooling per year. Now the whole number of children reported from seven to thirteen years of age is, in the whole state, 44½ per cent. of the whole number reported from four to twenty years of age. There seems to be a difference in this percentage as shown in the census of counties as compared with the census of cities. In counties the number of children from seven to thirteen years of age is 45.7 per cent. of the whole number of school age, while in cities it is 42 per cent. An average for the past five years forms the basis for this conclusion. I make no attempt to explain these differences as it does not seem vital to the deductions to be found in the following comparisons. Reverting to the percentage of children from seven to thirteen years of age who attended public school upon the whole number of such age reported in the census, it is interesting to note the following; In the year 1898, 7.96 per cent., in 1893,

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77.8 per cent. and in 1894, 77.7 per cent. attended public schools. The ratio of attendance in private schools upon the same basis is 15.5 per cent. in 1898; 15.8 per cent. in 1896; and 16.1 per cent. in 1894. Broadly, then, it is apparent that there is a wholesome and natural gain on the side of public school attendance which has its correlative in the declining ratio of attendance in the private schools.

The most interesting feature of this comparison, however, is in the fact that in the counties outside of cities under city superintendents, public school attendance is gaining most rapidly. The percentage of children from seven to thirteen upon the whole number of school age who attended public schools outside of cities was, in 1898, eighty-five and six-tenths per cent.; in the year 1896, eighty-two and two tenths per cent.; in the year 1894, eighty-two and five-tenths per cent., while the percentage attending private schools for corresponding years was, in 1898, eight and two-tenths per cent.; in 1896, eight and nine-tenths per cent. and in the year 1894, eight and nine-tenths per cent., plus.

Arranging these percentages again upon the number reported from cities from seven to thirteen years of age as compared with the entire number of school age we have the following:

In the year 1898, sixty-six and six-tenths per cent. of children attended public schools. In 1896, sixty-seven and nine-tenths per cent. attended public schools and in 1894, sixty-six and two-tenths per cent. attended public schools; while in private schools in such cities, in the year 1898, thirty per cent. were enrolled from the age of seven to thirteen; in 1896, thirty-one and two-tenths per cent., and in 1894, thirty-one and three-tenths per cent. A combination of the number of children attending either some public or private school for at least twelve weeks in the year gives

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most encouraging facts as to the activity of our people in the education of children at this most important age. Combining the percentages, we find that in counties outside of cities over ninety-three and eight-tenths per cent. of the whole number of children reported from seven to thirteen years of age attended school twelve weeks or more; in 1896, over ninety-one and one-tenth per cent. attended, and in 1894, ninety-one and four-tenths per cent. attended. The increased percentage of attendance of children of this age at some school in the year 1898, showing that only six and two-tenths per cent. mentioned in the census as not having attended public schools, is decidedly encouraging.

When we consider that a considerable portion of territory in which the rural schools are conducted is sparsely populated and that many difficulties prevent school attendance in these thinly settled portions of the state, we may justly conclude that Wisconsin has reason to be proud of such a record in school attendance.

In cities where the facilities for attending school are excellent and the conveniences are such as encourage attendance of all children, we find that the number of those reported as having attended school twelve weeks in the year, is, in the year 1898, ninety-six and six-tenths per cent. of the entire number reported from seven to thirteen years of age; in the year 1896, ninety-nine and one-tenth per cent. were reported as having attended some school for at least twelve weeks in the year; and in 1894, ninety-seven and five-tenths per cent were reported as attending school.

Teachers' Certificates—Teachers Employed.

COMPARATIVE STATISTICS OF—

YEARS.	THE SCHOOL CENSUS		AND ENROLLMENT.	
	No. between 4 and 20.	No. between 7 and 13.	No. between 7 and 13 attending public schools.	No. between 7 and 13 attending private schools.
1896	708,535	316,491	251,819	48,069
1897	696,933	309,725	247,538	46,010
1898	684,890	303,848	238,042	48,433
1899	674,812	303,075	232,597	48,415
1894	665,268	296,841	230,859	47,916
1893	637,688	287,508	217,277	47,237

SAME, AS TO COUNTIES, EXCLUDING CITIES UNDER SUPERINTENDENTS.

1898	472,198	215,540	184,608	17,784
1897	466,022	213,129	182,237	17,500
1896	457,787	211,760	174,183	18,970
1895	451,520	209,831	174,329	17,583
1894	439,945	206,521	170,541	18,467
1893	421,599	201,356	161,019	18,979

SAME, AS TO CITIES, UNDER SUPERINTENDENTS.

1898	236,327	100,951	67,247	30,285
1897	230,911	96,596	65,301	29,120
1896	226,142	94,088	63,899	29,463
1895	223,083	93,211	60,268	30,630
1894	215,323	90,317	59,818	24,277
1893	213,081	88,150	56,258	28,261

TEACHERS' CERTIFICATES; NUMBER OF TEACHERS EMPLOYED IN COUNTIES AND CITIES.

County and city superintendents report to this department annually the number and grade of certificates issued in their respective localities.

The subjoined statements of these facts in the table under the respective reports of county and city superintendents have been compared with the reports of 1896 and 1894. It should be remembered, however, that a considerable difference in practice of licensing teachers prevails in counties as compared with the usage in cities under city

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superintendents. In the latter, the custom of re-issuing certificates without examination, upon satisfactory service, relieves the officials of the work of annual examination.

City charters, in the main, authorize superintendents of schools with school board committees to certificate teachers in accordance with the laws, or not in contravention of the laws of the state. It is, however, well understood that the authority so conferred is practically construed as bestowing a larger discretion upon these officers in the matter of granting certificates than is warranted by a fair interpretation of statute law. Another fact accounts for the smaller proportion of certificates issued in cities as compared with the number issued by county superintendents, and that is, the employment in cities of a larger number of graduates of normal schools and teachers having state certificates.

The number of first grade certificates issued in 1898, by county superintendents, was 457; of second grade certificates, 1,630; and of third grade certificates, 5,946, making a total of 8,033. Comparing these facts with the corresponding reports of 1893 and 1894, we find that during the past year, 58 more first grade certificates were issued than in the year 1894; 446 second grade certificates more than the year 1894, while in respect to the issue of third grade certificates, the number in 1898 was 1,759 less than in 1894. These figures are significant. They point conclusively to an elevation and improvement in the character of those seeking employment as teachers in the public schools. When we remember, also, that, in the year 1898, notwithstanding an increase of school enrollment over 1894 of 17,857 pupils, and the employment of 632 teachers less reported as being employed, with the additional fact that 1,205 less teachers were em-

Teachers' Certificates—Teachers Employed.

ployed in 1898 than in 1894 we are justified in placing beyond contradiction this assertion of the great improvement of our public school system as manifested in two important respects, namely, the better education and preparation of teachers as evinced by the increased proportion of higher certificates issued, and secondly, the more permanent employment of teachers and the better organization of schools as shown in the number of teachers employed. The following table offers the basis of these conclusions in a statistical form:

CERTIFICATES ISSUED.

YEARS.	COUNTIES.						CITIES.					
	1st grade.	2nd grade.	3rd grade.	Total.	Teachers employed.	Pupils enrolled.	1st grade.	2nd grade.	3rd grade.	Total.	Teachers.	Pupils.
1893..	457	1,620	5,916	8,093	9,500	806,574	103	235	472	810	2,665	121,230
1890..	491	1,541	7,631	9,663	9,888	294,550	82	265	431	718	2,255	110,355
1894..	399	1,181	7,705	9,285	10,432	388,717	74	200	485	759	2,149	96,600

STATE EXAMINATIONS.

The work of the board of examiners for teachers' state certificates was considerably augmented by the law creating the county superintendent's certificate. It is found that the great body of those seeking the latter come to Madison to the December and August sessions of the Board, making the total enrollment at those sessions average not far from a hundred candidates. The work has thus become heavy. To keep pace with the development in the training of teachers which has taken place in the university and the normal schools it has been necessary to make the requirement in professional study at these examinations a little more extended. The history of education has there-

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fore been added to the program, and the reading in the theory of teaching has been somewhat expanded. The improvement in the teaching of the sciences in our institutions has led to an advance in these branches at the examinations. To assure practical acquaintance with laboratory practice on the part of those who obtain entrance to the ranks of teachers by this means candidates are required to present for the inspection of the examiners their laboratory note-books properly certified by their instructors. It is very necessary to the right development of our school system that these examinations should keep up with the general growth of education in their requirements and in their standards of work. A high standard has been maintained. The provisions and regulations have been so much improved that the conditions under which the examinations are now conducted are well nigh ideal. Believing that increased experience adds to efficiency, the policy has been pursued of continuous service to the members of the board of examiners. Statistics are given elsewhere in this report.

FREE HIGH SCHOOLS.

The free high schools of the state continue to show a marked degree of growth in number, in attendance, in the scope of their influence, and in appreciation by the public. During the last two years eleven new schools of this character have been established, all of them by school districts having graded schools, but with no distinctive high school departments, conforming to the requirements of the free high school law. The locality of these several schools is as follows: Benton, Lafayette county; Cedarburg, Ozaukee county; Cambria, Columbia county; Greenwood, Clark county; Hammond, St. Croix county; Marion, Waupaca county; Randolph, Columbia county; Soldiers' Grove, Crawford county; Thorpe,

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Clark county; Viola, Richland county; Wittenberg, Shawano county. No high school during this period has discontinued its work or organization.

Following is a tabulated statement of the more important statistics of these schools:

Number of free high schools having four years courses of study.....	153
Number of free high schools having three years courses of study.....	55
Total number organized.....	<u>208</u>
Total number organized during last two years.....	11
Number organized during last two years with four years course of study.....	1
Number organized during last two years with three years courses of study.....	10
Number of teachers employed in schools with four years course.....	512
Number of teachers employed in schools with three years course.....	72
Total number of teachers employed.....	<u>584</u>
Number of schools accredited by University of Wisconsin upon one or more courses of study	110
Number of graduates of colleges and universities employed as principals.....	82
Number of graduates of normal schools employed as principals.....	82
Number of persons holding state certificates employed as principals.....	41
Number of graduates of colleges and universities employed as assistants.....	164
Number of graduates of normal schools employed as assistants	105
Number of persons holding state certificates employed as assistants.....	10
Number of pupils enrolled in high schools during last year.....	16,216
Number of non-resident pupils enrolled.....	2,955
Amount of tuition paid by non resident pupils.....	\$50,164.84

It will be noticed that the number of teachers employed has been increased by sixty-eight. The number of schools accredited by the University of Wisconsin has been increased by five. The number of pupils attending high schools has increased two thousand eight hundred nine. The increase in attendance of non-resident pupils is two hundred sixty-seven, and the amount paid for tuition by non-resident pupils during the last year is greater by eighteen thousand three hundred two dollars and forty-four cents than the amount reported for any previous year. The other statistics all relate to the last year, and are compared with the statistics of 1896, the last year included in the preceding biennial report.

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As a means of measuring the growth of free high schools during the four years last past, the following statistics and comparisons are instructive and significant:

In the year 1894 the average daily attendance in free high schools having four years courses of study was 7,779; the number pursuing English branches only was 6,048; the number studying German was 1,606; the number studying Latin or Greek was 1,995; and the number of graduates was—males, 314; females, 626; total, 940.

In the year 1898, the average daily attendance in free high schools having four years courses of study was 11,598; the number studying English branches only was 6,934; the number studying German was 3,620; the number studying Latin or Greek was 3,594; and the number of graduates was—males, 682; females, 1,066; total, 1,748.

In the schools having three years courses of study, in 1894 the average daily attendance was 1,946; the number studying English branches only was 2,353; the number studying German was 51; the number studying Latin or Greek was 8; the number of graduates was—males, 139; females, 140; total, 279.

In the year 1898 in the schools having three years courses of study, the average daily attendance was 1,817; the number studying English branches only was 2,238; the number studying German was 47; the number studying Latin or Greek was 11; the number of graduates was—males, 139; females 207; total, 346.

No student of statistics concerning high schools can avoid the conclusion that this class of schools is slowly but surely attracting attendance from rural neighborhoods in every part of the state. One of the motives that strongly urges village districts to establish high schools, is the certainty that residents of neighboring localities will resort to them for the advantages for secondary education

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which such schools will offer, and thus materially assist in financial support; and the knowledge that such an element, with the strong incentive to studiousness and scholarly habits it brings, will improve the character of the local school. I am aware of no locality that has been disappointed in these respects. In fact many who supposed they were making ample provision in building or reconstructing school-houses for all who would come, have found very soon that they have built too small, and that they were straitened for room to house all who applied for admission.

Evidence of high appreciation of the high schools is manifest in the prevailing disposition to erect new buildings for their use, planned in harmony with the very best and latest ideas relating to the requirements and conveniences necessary for the work of a high school, and the equipment of them with suitable laboratory and library supplies. Nearly if not quite one-tenth of all the high schools in the state have, during the last two years been furnished with new buildings, which, for the most part are models in taste, convenience, comfort, and capacity. Among these should be named the buildings at Black River Falls, Boscobel, Brandon, Darlington, West Depere, Evansville, Kaukauna, Lodi, Manawa, Mayville, Watertown, Waukesha, and Wausau. Others, of lesser magnitude, are no less worthy of honorable mention. And these are all added to similar enterprises of the preceding biennial period, which nearly if not quite equalled those of the present period in number and in excellence. Thus year by year is the list of inadequate, inconvenient and unfit high school buildings, being diminished, with no other pressure than the sense of fitness created in communities by the work of the high schools themselves.

Another evidence of the increased appreciation and widening scope of the influence of the high schools, is found in the largely increased receipts for tuition at these schools

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during the last year. More than fifty thousand dollars was thus paid to the several schools for that purpose last year, by non-resident pupils. This exceeds the entire amount annually appropriated by the state to encourage the maintenance of free high schools. That is a wise, judicious, and beneficent appropriation. It applies a stimulus at the right point, in the right way, to second the activity of localities in providing an effective supplement to schools for elementary instruction. Already the investment has been repaid and more in the better equipment and higher and more intelligent service of citizens in business, in professional and civic life, and in the defense and vindication of national policies in war and in peace. But by reason of the increase of the number of these schools, the appropriation yields but a meagre encouragement. Moreover, such schools as may be hereafter established are discriminated against, inasmuch as they will receive but one-half, or less, the amount received by those established earlier. This appropriation should be increased,—should be immediately doubled. No other disbursement of public funds can be so effective for the public welfare, so universally beneficial, and bring so immediate and large practical returns. In order to equalize the aid received by earlier and later organized schools, provision might be made to pay from this increased fund to such localities as will be required to build a house for a high school, a sum not exceeding perhaps five hundred dollars, in excess of the annual apportionment, on condition that the plan of the building proposed be submitted to the state superintendent, and approved by him. It is believed that such a measure, which would be just in itself, would greatly stimulate the establishment and maintenance of free high schools in rural communities, in towns where no graded schools exist, in accordance with the purpose originally in view in the high school law. The

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growth of this idea of town high schools has proved to be very slow. No more beneficent work could be inaugurated, than to provide through legislation the encouragement and stimulus for placing the facilities for a high school education within convenient reach of every pupil of school age within the state.

Observation and mature study of the problem of elementary schools have convinced me that the surest and most effective way to improve the latter schools is to connect them organically and vitally with a system of schools for secondary instruction and training. The common school, so-called, ought not to be an end in itself. The exigencies of present life demand more than the ordinary district school can undertake to furnish — more intense study, and more varied studies in the curriculum, and better facilities for inductive methods. To provide all these for every school would be wasteful in means, and a dispersion of energy that is neither practicable or desirable. The number that go on in school work to the point where these are essential, in most districts is few, while those of this class from several districts combined would be sufficient to support a strong and prosperous high school. Moreover, the pupils of the elementary school need the incentive of an advanced course before them to stimulate regularity and punctuality in attendance, studious habits, and a spirit and purpose to excel and of mastery in their work,—habits which are indispensable for success in an advanced course of study, and in the practical affairs of life. Besides these direct advantages to the common schools, of a town high school, there should be the indirect advantages of more immediate and expert supervision by the principal of the high school in correlating the work of the district with that of the high school, conference and advice with teachers regarding methods, organization and management, the unifying of the work of all the schools, and the inspira-

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tion and help which is inseparable from co-operation, and contact of mind with mind in common plans and purposes. These advantages are now promoted in part by teachers' institutes and associations, but with such infrequency, large attendance, and lack of application to problems constantly arising, as to be inadequate to meet the great and constant and pressing needs of the average teacher.

It would seem that these advantages to the district schools are so apparent, that a system of town high schools, practically encouraged by the state, and aided and supervised as indicated, would commend itself to the favorable judgment of legislators, and to that of the people generally, and I most confidently commend the subject to their favorable consideration.

The supervision of existing high schools has been pressed with vigor and persistence, with only such diversion as is made necessary by the law imposing upon the inspector the duty of holding examinations for proposed high schools, of promoting and inspecting manual training departments, and observing the day schools for the deaf. These latter duties have increased in late years so that now they require at least six weeks in each year of the time of the inspector, and to that extent diminish the time spent with the high schools.

The supervision has covered not only the inspection of the schools in regular work, the observation of the work of teachers in classes, and the observation of the school as a whole as to order, discipline, classification, general management, and results in scholarship, but has included extended and frequent consultation with principals and school officers relating to courses of study, equipment of libraries and laboratories, and many details of school management and organization. This has resulted in a large correspondence. It has been the aim of the inspector to be in the office every Saturday for attention to correspondence, and

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for conference with teachers and boards, and with the state superintendent. Most gratifying and satisfactory results have come from these conferences with principals and with school officers. Without exception the suggestions proffered have been kindly received, and a disposition to discuss in a friendly way the features of the school needing attention has been manifested. Officers do not always apprehend the full significance of practices required or initiated, and no better work has been accomplished than through a conference of an hour or two, in which the ideas of the inspector, the usages of other schools, and the plans and purposes of the board and the demands of the community are freely canvassed. A better understanding results, irregularities are corrected, excessive demands are modified, and the attitude of the teachers, who are often harassed by the conflicting demands of the board and those of the state department, are better understood and appreciated and frequent occasions of misunderstanding are removed. Occasionally necessity arises for suggesting a change of teachers, or a change in position in the same school, owing to lack of adaptation or tact; but these are infrequent, and more often than otherwise defects are remedied by suggestions of change of methods, and of helpful support in the way of control.

There is apparent a healthy sentiment toward enlarging and extending the three years' courses, and the adoption of four years courses instead. Several such courses have been thus changed during the last two years, and others are working toward that end. It is the constant aim to encourage and assist in that effort.

Another healthy sentiment appears in the disposition to strengthen and enrich the work in English. The lamentable defects in ability to read at sight, and with expression, in the lack of knowledge of the fundamental things of English grammar, and inability to express their thoughts,

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orally or in writing, with correctness and precision, on the part of applicants for admission to high schools, has left no alternative for principals but to attempt corrective measures. This has resulted in a general movement for better work in eighth grades, and in mixed schools. The results are not realized yet, but there is no question about the need for this work, and the wisdom of this movement. No stronger incentive can be used for good work along this line, than that of appreciation of its importance by the higher schools, and the determination to graduate none without proficiency therein.

The condition and work of the high schools are reasonably satisfactory. The teachers, officers, and the community are united in solicitude and efforts to promote their efficiency. Non-residents patronize them in large numbers, and at large expense, because they believe these schools are efficient and effective. The principal defects arise from the lack of adequate preparation of applicants, rather than from defects inherent in their own organization, management or instruction. The moral tone of the schools is, almost without exception, high, and the training in right habits, good morals, and the character that fits for good citizenship, is commendable.

MANUAL TRAINING DEPARTMENTS.

In the biennial report of the state superintendent, issued in 1896, mention was made of the fact that under chapter 393, laws of 1893, authorizing the support of manual training departments in connection with free high schools, and proffering aid for ten such departments, to the extent of two hundred and fifty dollars per annum for each, five such departments were established, one at each of the following points, viz.: Menomonie, Eau Claire, Appleton, Janesville, and Florence. During the last two years similar depart-

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ments have been established, at Burlington, Mayville, Fond du Lac, Waupaca, and Oshkosh, thus completing the number authorized to receive state aid. During the past year the department at Burlington was discontinued for local reasons. That department will be re-established next year. During the same period the department at Menomonie was discontinued, owing to the destruction by fire of the high school and manual training buildings. These have been rebuilt, and the work resumed. The annual aid for the departments at Eau Claire and at Florence for the present year has not yet been paid, pending an inquiry whether full compliance with the law has been observed. Thus only six departments have thus far received state aid the present year.

The statistics are made up from the last annual reports, but are not complete, and are therefore inaccurate. In Waupaca and in Mayville the principal of the high school in each case is the director of the manual training department, and no exact proportion of their salaries is designated as compensation for services as director.

In some cases there appears to be a double counting of some pupils, and also an including or omitting of items in the statement relating to cost of maintaining the department. But the statistics will give a general idea of what has been undertaken. At Appleton only is the manual training a part of a special course of study, and compulsory in that course.

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The statistics relating to these departments for the present year, are as follows:

	Appleton.	Fond du Lac.	Janesville.	Mayville.	Oshkosh.	Waupaca.
Date when established.....	Sept., 1894	Dec. 6, 1893	Jan., 1896	Sept. 8, 1897	Dec., 1897	Sept., 1897
Days maintained during the year.....	180	120	180	180	162	76
Hours by each pupil, per week.....	11¾	2	10	4	2	4
Pupils come from following grades.....	H. S.....	H. S.....	H. S.....	H. S.....	All grades.	H. S.....
Manual training is compulsory.....	Yes.....	No.....	No.....	No.....	Only in grammar grades..	No.
No. of pupils who receive training.....	26	48	28	14	1,600	
In wood work.....	26	48	28		782	8
In iron work.....			12		6	8
In cooking.....	12		25		1	
In sewing.....	12		30		91	
Salary of director.....	\$1,000 00	\$180 00	\$540 00	\$300 00	\$700 00	
Time devoted to other co's's.....	¼		¼	¾		
Name of director.....	A. O. Greeson	A. D. Werner	L. D. Brode	M. A. Bussewitz	Robt. Promberg'r	J. L. Thatcher
Name of assistants.....	Emma R. Huebner		Caroline E. Grover		Jennie A. Jamison	
Salary of assistants.....	\$675 00		McLouth \$540 00		Brown \$900 00	
Original cost of plant.....	1,081 80	\$200 00	1,200 00	750 00	\$900 00	\$250 00
Cost of additions, present year.....	421 70		180 00	184 98	950 00	100 00
Cost of materials, present year.....	123 87	33 00	270 00	67 57	180 00	49 42
Cost of repairs, present year.....	65 95	11 00	70 00	7 50		105 00
Total cost during year.....	1,449 02	424 00	1,600 00	1,010 05	1,780 00	254 42

As far as the educational value of the training in these departments is concerned, all speak with careful and conservative estimate. It seems to be too early yet to reach definite conclusions. But all speak hopefully, and all are proud of the interest, progress and achievements of the shop rooms. The work is new, and much of the work is as yet experimental. The annual cost proves greater than was expected, and there is a manifest disinclination to spend money sufficient to insure success. Especially is this the

Township Libraries.

case in the matter of cooking, and to some extent in that of sewing, also. But I see no reason why girls should not be placed on the same basis with boys, if the educational value is not over estimated, of the work of the department. Certainly, from the standpoint of domestic art and preparation for domestic industries, it would seem that the work of the girls is as imperatively necessary as that of the boys.

As a result of our four years of experiment, and of my observation and study of the work of manual training, I am of the opinion that this line of work should be encouraged and extended.

TOWNSHIP LIBRARIES.

The township library has passed beyond the stage of trial and experiment. It has grown to hold a permanent place in the economy of school work. It has long been the belief on the part of friends of education that every school should have at least a small working library. The hope long cherished that this condition might sometime prevail in Wisconsin has finally been realized. It may now be safely said that every one of our schools has some books besides the textbooks. Four years ago the legislature enacted that every town treasurer must reserve library money and every town clerk must purchase books for the library annually. Since then until the present year it has required much vigilance and energetic insistence to secure observance of the law. This is true of only about one-fifth of the towns. The strongest opposition came partly from the oldest settled, extremely conservative towns and partly from towns where the English language is little read or even spoken. The law is now readily complied with by at least 95 per cent. of all the towns. The others require more or less pressure.

Township Libraries.

STATISTICS.

By reference to statistics elsewhere given in this report, it will be seen that previous to this biennial period and since 1887, the year voluntary purchases were inaugurated, 140,427 books were bought, while in the past two years alone, 115,356 volumes were purchased. As many books were purchased during 1898 as had been bought during the whole period of voluntary purchases from 1887 to 1894.

The largest amount of money spent in any one year for school libraries before 1895 was, in round figures, \$8,000; during 1898 about \$45,000 was expended. An average of ten volumes for each school was distributed the present year.

LIST OF BOOKS.

The books are grouped into three classes according to difficulty under Primary Form or Grade, Middle Form or Intermediate Grade and Upper Form or Grammar Grade. There are 91 books listed for the use of children in the Primary Form. These include (1) simple beginners' books in large type, and filled with rhymes and stories that may be read very soon after entering school by the children themselves; (2) books about nature, simple mythology, folk stories and biographical history; (3) stories for entertainment, imagination and heart culture.

For the Middle Form 135 books are given. Books on history, largely in the form of biographies and stories, and simple books on the duties of citizenship form a prominent part of this portion. Seventeen books treat of geography and travel, 15 of science and natural history and 17 of legends and myths. While all of the books chosen must stand the test of being written in good English the children of this grade should form acquaintance with admitted classics from Longfellow, Whittier, Scott, Lamb, written

Township Libraries.

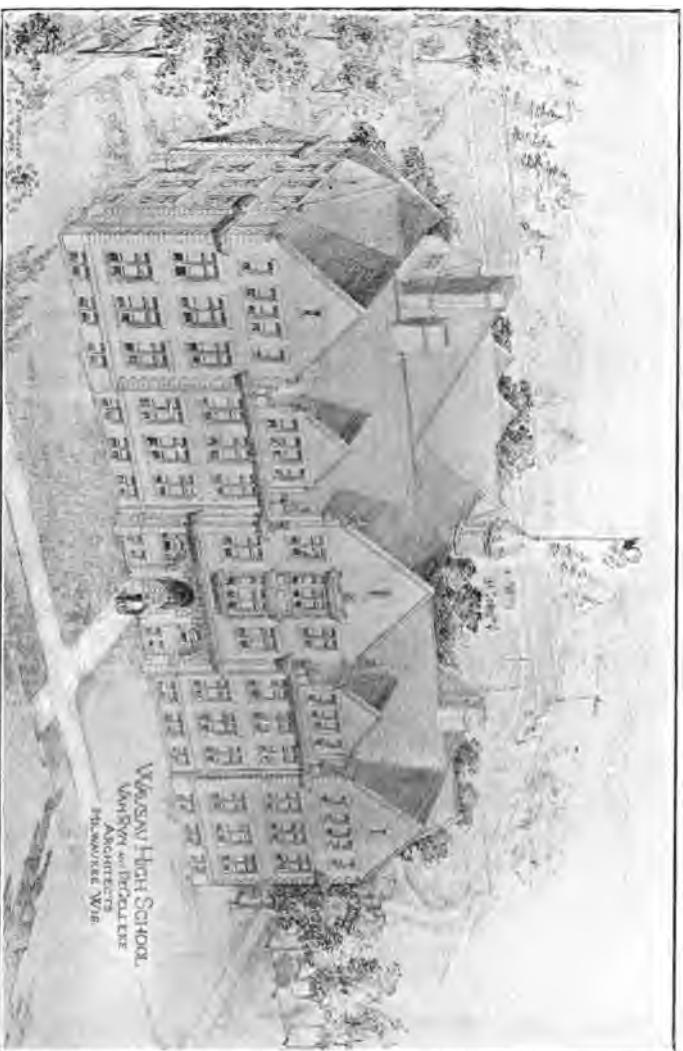
in style children enjoy. A number of classics from such authors are given. Fiction is represented by 35 books and attractive historical fiction is given preference.

For the upper form the classification is quite similar to that of the middle form. Biography still has a prominence, but stories give place to more direct treatment of historical subjects. The scientific books, while still in popular form, are such that will cultivate ability to read and understand technical terms and treatment of scientific topics. The books on general history and fiction relating to it are especially attractive to boys as also are the books of travel and adventure. Fiction, poetry and literature are well represented. A few cyclopedias and other reference books are recommended—such as can be made useful daily in the preparation of lessons and furnish opportunities for experience that will enable children to use the larger reference books with profit.

The additions to the book lists have been made only after very careful reading and criticism of every volume. In many cases books have been sent out to schools or to families and the children's opinions received by this plan have often proved of service in making selections. The constant purpose has been to keep the number of books on the lists just large enough to meet the needs of purchasers. The money for the library can legally be paid out only for books approved by the state superintendent. With these safe-guards, while it would be possible to make some errors in selecting books too difficult, it is impossible to choose any weak or valueless ones. The number of books on the list has been increased from 91 in 1894 to 320 in 1898.

BUYING THE BOOKS.

The business of supplying some 65,000 volumes to over one thousand town clerks and involving the expenditure



NEW HIGH SCHOOL BUILDING, WAUSAU.



Township Libraries.

of about \$45,000 are matters of considerable consequence. The department has used the utmost precautions in arranging for opportunities to buy the books cheaply, conveniently, and to have them supplied promptly after they are ordered. The books are secured at discounts from the list prices ranging from 10 per cent. to 60 per cent. The past two years have been singularly free from mistakes and annoyances on the part of the firm furnishing the books and those purchasing them. Every possible facility to this end has been furnished by this department — order blanks, lists of books, special instructions and even personal assistance have been freely tendered.

CARE OF BOOKS.

The reports of some county superintendents indicate that there are still too many districts where, through the indifference and false economy of school boards and the slovenliness and ignorance of the teachers, the books of the library are treated with little respect or care. Where such conditions prevail it is impossible that the books can bring the measure of good that they can if reasonably well protected.

Through circulars, talks at institutes and direct letters, a strong effort has been made to promote good care of the books. As the appreciation of the great value of the library grows, more general and adequate provision for the protection of the books will result.

The greater number of districts, however, are already provided with convenient and safe places for their books. Many have even handsome cases that add materially to the homelike appearance of the schoolrooms. In many counties every schoolhouse is furnished with a bookcase.

Township Libraries.

SELECTION OF BOOKS FROM THE LISTS.

It is necessary that books be chosen which are not too difficult for children's reading. For this reason the law authorizes the county superintendent to aid the town clerk in making out the purchase list. This is an arduous task for the superintendent already heavily laden with numerous duties but there seems to be no adequate substitute for the plan. Superintendents are likely to know more about the individual needs of the schools than town clerks can know. Most of the superintendents have very cheerfully performed the laborious task of personally selecting every book purchased for the library. Where this has been done the library has been in the highest favor because it was so immediately useful to the children.

Book lists have been printed in sufficient number to supply a copy to each teacher in the state. Teachers are urged to familiarize themselves with titles, descriptions and annotations and indicate to the town clerk or to the county superintendent what books they think ought to be included in subsequent purchases.

LIBRARY INSTRUCTION.

The greatest need of all now to make the library most efficacious is the training of the teachers in the possible uses to which the books within their reach may be put. Some progress has been made in this direction. Two of the normal schools have all the books of the township library and have expert librarians who give intelligent instruction in library use and economy. Some of the institute conductors give exercises specially designed to help teachers to use the books wisely. In several institutes daily lessons for two weeks have been given by competent

Township Libraries.

librarians. Books have been supplied by the state superintendent for this work whenever they were requested and it has been possible to send them out. The department has furnished lectures on library work to the teachers of nearly every county.

GENERAL VIEW.

It is a simple statement of fact to say that Wisconsin stands foremost among the states in systematic school library administration. The appropriation annually of the sum of ten cents for each child of school age seems very modest, but with the regularity and certainty of the purchases, the choice only of books of unquestionable morality, literary worth and purposeful ideals, and the movements to make the libraries yield the most possible, these collections of books are doing a wonderful educational work in character forming, in developing intellectual tastes and in adding to the knowledge gained from other sources. A love of good books and ability to appropriate and assimilate their treasures are quite as valuable as anything the school has to confer upon the children and therefore the efforts of teachers, superintendents, this department and all others interested in brightening the school life of Wisconsin's youth and broadening the possibilities of a generous culture should be given towards making and keeping the school library prosperous and wisely administered.

Teachers' Institutes.

TEACHERS' INSTITUTES.

The following table shows the total number of teachers' institutes, the total number of days' duration, the total enrollment and the total cost including lecture fund of the teachers' institutes held under the management of the state superintendent and Board of Regents of Normal Schools during the biennial period:

	Total No. of institutes.	Total No. of days' duration.	Total en- rollment.	Cost, inclu- ing lecture fund.
1896-7.....	70	356	7,138	8,688
1897-8.....	77	384	7,937	8,921
Totals.....	147	740	15,075	17,609

The following table makes a like showing of the teachers' institutes held under the management of county superintendents, pursuant to the provisions of chapter 331, laws of 1895, and laws amendatory thereto. That law provides that the county superintendents shall collect one dollar from each applicant for a teachers' certificate and shall annually expend the fund thus created for the purpose of holding or to aid in holding one or more teachers' institutes in their respective counties. Under the operation of this law, a fund of \$11,367 was collected for 1896-7, and \$10,499 for 1897-8.

	Total No. of institutes.	Total No. of days' duration.	Total enrollment.	Institute fund.
1896-7	133	357	7,425	\$11,367
1897-8	172	469	10,508	10,499
Totals.....	305	826	17,933	\$21,866

Educational Associations.

The following table is a summary of the two classes of institutes and shows an expansion of the institute work far in excess of any like period in the history of the state:

	Total No. of institutes.	Total No. of days' duration.	Total enrollment.	Institute fund includ- ing lectures.
State institutes.....	147	740	15,075	\$17,609
County institutes	305	828	17,933	21,866
Totals.....	452	1,668	33,008	\$39,475

EDUCATIONAL ASSOCIATIONS.

The biennial period has been marked by unusual and exceptional activities as manifested in educational associations. The attendance at the annual meetings of the Wisconsin Teachers' Association has greatly exceeded in numbers that of any preceeding like period. The wide range of subjects discussed and the marked ability manifest in papers presented are indicative of progress.

The papers presented at the general sessions of these two annual meetings have been published in two separate volumes by the state superintendent and distributed among the educators of the state. They are deemed valuable contributions to educational literature.

There are three sectional associations: The North-Western Teachers' Association, The North-Eastern and The South-Eastern. The attendance at the annual meetings of each of these associations has been very large—larger indeed than the attendance formerly at the annual meetings of the state organization.

During this period, Wisconsin has been greatly honored and benefited by having held in her metropolis a meeting in July, 1897, of the National Educational Association—the

Arbor and Bird Day.

largest and most distinguished educational body in the world.

The unusually large attendance at these associations bears witness to the great educational awakening that has occurred during this period.

ARBOR AND BIRD DAY.

The interest in tree planting and the exercises attendant upon it has been strong throughout the state. The statistical report shows that several thousand trees have been planted each arbor day. It is very often the case that such movements soon die out when the novelty has once worn off. It is very gratifying to note that in Wisconsin, arbor day observance has constantly increased in favor. It is not a legal holiday in the same sense as other days set apart for rest or recreation. It is, as generally observed, one of the busiest school days of the year. Besides having planted one or more trees, every school in some counties is reported to have made the day one for a thorough renovation of the school premises. The children have, usually, all contributed their share to this work and as a result there are numerous testimonials of increased regard for public property among the pupils. The strong impulses the children in our schools are receiving towards a love of order, cleanliness and adornment of schoolhouses and grounds is doing much to foster a spirit of improvement and love of system and beauty in home surroundings. Children learn that however unpretentious and plain the home or schoolhouse may be, a great deal may be done through thoughtful effort to render the humblest place attractive. Anything that increases the attachment of the boys and girls to the home and the school makes them better and more devoted citizens.

Arbor and Bird Day.

Another prominent effect to which arbor day with its exercises has materially contributed is the interest in the literature of nature. There is a largely increasing demand from teachers and pupils for books treating in popular form of birds, trees, flowers and kindred subjects. The poems of Longfellow, Whittier, Bryant, Lowell and the productions of lesser poets are memorized and recited as a part of the literary exercises.

Two years ago the legislature enacted that the day designated as arbor day should hereafter be known as "Arbor and Bird Day" and that one of its objects should be "the promotion of a spirit of protection to birds and trees, and the cultivation of an appreciative sentiment concerning them." Wisconsin is the first state establishing a bird day.

For a number of years a law has been on our statute books providing penalties for killing song birds or robbing their nests. Although the destruction of birds was quite prevalent, few or no convictions were ever secured. Since the inauguration of bird day this department has issued two annuals whose contents were largely devoted to studies of birds and appeals in many forms for their protection. The pamphlets were filled with bright, fresh material contributed almost wholly by Wisconsin bird students who know how to write well for children. The annuals were further made attractive by handsome, illustrated covers and appropriate cuts with the articles. These booklets are preserved in the school libraries and so not only furnish literature and songs for the arbor and bird day celebrations, but also serve to give inspiration and suggestions for nature work throughout the school periods. Suggestions and helps were given for the organization and conduct of Societies for Bird protection. Hundreds of schools followed the suggestions and members of

Memorial Day.

the little societies have become enthusiastic students of birds and champions for their protection.

Viewed from every standpoint, the care and effort to carry out the purposes of Arbor and Bird day bestowed by teachers, superintendents and the state department have been highly gratifying.

MEMORIAL DAY.

It has been the custom for a good many years for schools in cities and villages to take some part in the annual commemoration of the soldiers of the Union on Memorial Day. In the belief that all the schools should receive the patriotic inspiration and instruction possible through the systematic observance of this day, the Grand Army of the Republic together with the Wisconsin Teacher's Association requested the state superintendent to issue annually a program and compilation of patriotic literature for the use of the schools. Two circulars of this nature have been issued and they have been received with great favor. The circular in 1897 was of twenty-four pages and that of 1898 of thirty-two pages. The selections were of high character for literary value and patriotic expression. Excerpts from the addresses of Matt H. Carpenter, General Atkins, Ingersoll, Beecher, Grant, Logan, Lincoln, Spooner, Depew, Sumner, Hoard and Fairchild were given among many other excellent things. The demand for these circulars was very large and the reports indicate that they were generally and wisely used. Both teachers and pupils responded very heartily to the effort to increase the interest in the perpetuation of the beautiful memorial custom of recounting the deeds of courage and sacrifice of the soldiers and strewing flowers upon their graves.

STATE SUPERINTENDENT.

School Legislation.

The school is beyond question the place where the foundations of useful, practical citizenship are to be laid. Instruction in the details of the duty of a citizen becomes truly impressive and permanent in value only when accompanied by cultivation of the emotions of admiration for the gallant services and gratitude for the heroic sacrifices of the men who have made free citizenship possible in America.

Memorial Day observance, coming near the close of the school year, is a fitting culmination of thoughtful training in the history of our country and in the duties, opportunities and privileges of an American citizen.

SCHOOL LEGISLATION.

During the past four years there has been an unusually large amount of legislation relating to school affairs. The following is a partial summary:

1. A law compelling all town treasurers to withhold from the school fund income apportioned to their respective towns, an amount of money equal to ten cents for each person of school age in the town. This fund must be used by the town clerk to purchase library books for each school district, from a list of books approved by the state superintendent.

2. A law fixing an educational qualification as a condition of eligibility for the office of county superintendent of schools.

3. A law requiring that each applicant for examination for a teachers' certificate by the county superintendent, shall pay one dollar. The fund thus created is to be expended annually to aid in conducting teachers' institutes. This law has more than doubled the fund for teachers' institutes.

4. A law authorizing transportation of children to school,

Our System of District Schools.

by districts, when residence exceeds a mile and a half from the schoolhouse.

5. A law authorizing districts to close school for a period of time without loss of any legal rights, by providing for the instruction of the school children of the district in an adjoining or other district or districts, and providing for free transportation thereto.

6. Important amendments to the laws relating to state certificates and the countersigning by the state superintendent of normal school and university diplomas.

7. Laws enlarging the provisions for day schools for the deaf.

8. A law establishing manual training schools and providing state aid for the same.

9. The establishment of a school or home for feeble minded.

10. A law authorizing kindergartens as a part of the public school system.

11. Provisions for great expansion of the university and normal schools.

12. Two general revisions of the school laws of the state, making necessary the publication of two editions of the school code within the four years.

OUR SYSTEM OF DISTRICT SCHOOLS.

By Sec. 3 of Art. X of the constitution, the legislature is required to establish a system of district schools which shall be as nearly uniform as practicable, without charge for tuition to all children between the ages of four and twenty years, and non-sectarian.

Obedient to this constitutional requirement, the legislature has established a system of district schools. The town board of each town is vested with authority to form and

Our System of District Schools.

alter school districts at its discretion, and upon its own motion, with this limitation, that no school district shall contain more than thirty-six square miles. No statutory requirement is made that towns shall be divided into any specific number of districts. Whether or not a town containing not more than thirty-six square miles, shall constitute only one school district or any number greater than one is, by law, discretionary with the town board.

At the annual school meetings of the school districts thus formed, the legal voters, men and women, choose school officers and determine, under statutory provisions, local school questions.

This system has prevailed in Wisconsin since the adoption of the constitution, and is the one generally prevalent in the other states in the union.

For the past thirty years, towns have been authorized by law to adopt what is known as the Township District System of school government. When this system is adopted, the town becomes the district and the present school districts become sub-districts. The clerks from the sub-districts constitute the town board of school directors, and direct and control all the school affairs of the town. At present, less than fifty towns in Wisconsin have the township district system of school government.

It is my judgment that this optional law whereby each town may make choice, in view of its own local circumstances and needs, of a neighborhood district system or a township system is a good law.

Until longer time and greater experience can clearly indicate that either one possesses certain and very positive advantages over the other, I must believe that a law that would compel the adoption of either one to the exclusion of the other, would be premature for Wisconsin. I cannot believe that the best interests of the common school system of this

Our System of District Schools.

state require a change so extreme or radical. We have been accustomed to take great pride in our common school system. It is deeply entrenched in the confidence of the people. It should be made very clear that another system would be an improvement before we undertake to break down confidence in the present. Possibly a law, requiring a vote to be taken, annually, at the town meeting upon the question of the adoption of the township system of school government, similar to the present law requiring a vote to be taken at the annual school meeting, upon the question of free-text-books, might result in more towns trying the experiment, thus affording better opportunities for practically determining the merits of the system.

SOME DEFECTS.

In my opinion, the weakest features in our common school system are the following:

1. The existing practice in licensing teachers.

The theory of the law is that certificates of legal qualifications to teach will be granted by the county superintendents only to competent persons. But the theory is not carried out in practice. That persons are licensed to teach who are not competent is freely admitted. It is hopeless to expect any radical reform in the efficiency of our common schools until this evil of licensing incompetents can be eliminated. School district officers are required by law to employ only those as teachers who hold legal certificates. It should be clear to all that the responsibility for incompetent teaching rests primarily with the officers who grant the certificates of qualifications to persons who are incompetent, or with our system of licensing. School district officers have a right to presume that only competent persons will be licensed to teach.

2. The comparative failure of the system to make ade-

Our System of District Schools.

quate provision for the suitable professional training of teachers for our common district schools.

That our system of normal schools as at present organized and conducted is failing to meet this demand, except in the village and city graded schools, is quite generally believed to be true and apparently conceded by some of the more experienced normal school presidents.

3. A lack in close, careful, professional supervision.

I here repeat what was said on this point in my biennial report for 1895-6:

These schools also suffer for lack of close, professional inspection and supervision. The county superintendents have done and are doing a good work. In a general way, they have organized their work, stimulated co-operation and sympathetic support, and generous material supplies. They have put before teachers, pupils and patrons, definite aims, and watched for results and measured the methods used to secure them. But young and inexperienced teachers need more than this; they need frequent visitation, kindly criticism, advice and direction. This, one person with from one hundred to two hundred teachers to supervise, can not give. They can be visited but infrequently, and no report in writing, however specific, can reveal the spirit of the school, whether praiseworthy, or defective. The work of these men is helpful, important, perhaps indispensable, but it is not close and directive inspection.

SOME NEEDED LEGISLATION.

In view of the foregoing statements, I recommend as legislation most needed at this time, to remove defects in our common school system:

1. Such a change, radical or otherwise, in our system of examining and licensing teachers, as shall result in licensing as teachers only those who are competent. As is the

The Rural School Problem.

teacher, so the school. Our common schools can never reach their proper standard of efficiency while our system licenses incompetency, and leaves district boards no alternative but to employ the same.

2. Such a change in our system as shall secure for our common schools close professional inspection and supervision.

3. Immediate provision should be made by law, through some system of county training schools, or classes or otherwise, for the suitable professional training of those who are to become the teachers in our common schools.

The teachers' institute is a force which is supposedly exerted in this direction. It is, however, an instrumentality unequal to the magnitude of the requirement. Excellent as their influence is in the way of inspiration, and as recruiting agencies for normal schools, they do not supply that amount of systematic direction and training, needed to reach the district schools with the real essence of professional training.

THE RURAL SCHOOL PROBLEM.

This question was discussed at some length in my biennial report for 1895-6. In that discussion, this statement was made: "A large and able committee of the National Educational Association has the matter under advisement, and the report of that committee is looked for with interest."

The report of that committee, "The Committee of Twelve on Rural Schools," was made at the great meeting of the National Educational Association held in Milwaukee, July, 1897. It is unquestionably the ablest as it is the most elaborate and exhaustive report that has ever been made in this country on that very important subject. It comprises

Day Schools for the Deaf.

228 pages. Through the courtesy of the officers of that Association, I hope to be able to have published and distributed in Wisconsin a liberal supply of that report.

To rural school officers, teachers and all interested in the advancement of such schools, I commend a careful study of that document.

In this connection, I wish to state that in my opinion, the time has come when provision should be made for instruction in rural schools, in the elements of those sciences that lie at the foundation of agriculture.

DAY SCHOOLS FOR THE DEAF.

Two years ago, nine day schools for the deaf were reported as organized, and maintained during the preceding year, enrolling one hundred twenty one pupils—seventy-one boys and fifty girls. These attended eighteen thousand, seven hundred seventy-nine days during the year, an average of one hundred fifty-five and one-fifth days for each pupil.

The statistics for the present school year, ending June 30, 1898, show that twelve of these schools have been maintained, with an enrollment of one hundred and fifty pupils—eighty-one boys and sixty-nine girls. These attended twenty-three thousand, six hundred thirty-five days, an average of one hundred fifty-seven days for each pupil. These received aid from the state to the amount of nineteen thousand, one hundred seventy-five dollars and fifty cents.

Toward the close of the year a day school for the deaf was authorized to be organized at Neillsville, and one at Oconto, so that at least fourteen of these schools will doubtless be maintained during the next year, and possibly more. As is well known, these schools use the oral method only,

Day Schools for the Deaf.

That is, no signs are used, or writing, as means of communication between pupils themselves, or between pupils and teachers. Pupils are taught to observe lip movements, and to understand what is said in oral speech, and to reproduce the same utterances by their own vocal organs. When a very limited vocabulary is acquired, and a moderate proficiency in utterance, the transition to the printed page is made, and the child goes on learning to read, to spell, to write, to use numbers, master geography, grammar, etc., and all the time increasing in power of speech, and in ability to understand what is said, without the aid of the sense of hearing.

The schools, so far as observed, seem to be in charge of teachers of skill, ability and enthusiasm in their special vocation. The progress of the pupils is marked, especially in their ability to read, and in number work. The latter are mostly young, and are beginners in school work, and they consequently afford little opportunity to observe progress in advanced work. But it seems that these schools furnish an exceedingly happy opportunity for these unfortunate children to acquire the rudiments of English education, for the quickening of mental faculties, and the foundations of a love for learning which will be of permanent value, and usefulness. There can be no question that these schools are amply sufficient to supply the needs of this class during the period when they especially need the care and watchfulness of the home, and the tender care and help of parental ministry. All this is being demonstrated, aside from the claim that their possible proficiency in oral speech will be of inestimable help in their intercourse with the world in the struggle for place and opportunity as bread-earners, and as citizens.

I renew my recommendation of two years ago that their efficiency would be much increased by providing for them expert supervision.

Printed Matter.

The statistics of these schools are shown by the following summary, and indicate a degree of appreciation and persistence in effort rarely excelled by those of the ordinary school:

PLACE OF SCHOOL.	NUMBER OF PUPILS ENROLLED.			Days of attendance.	Aid from state.
	Males.	Females.	Total.		
Appleton	3	2	5	723	\$602 10
Black River Falls	4	8	12	826	1,191 62
Eau Claire	1	6	7	910	783 30
Fond du Lac	3	3	6	1,073	984 15
Green Bay	6	2	8	1,147	830 81
Manitowoc	7	3	10	1,328	1,026 64
Marinette	3	3	6	1,070 1/4	879 16
Milwaukee	20	27	57	9,907	7,708 25
Oshkosh	6	6	12	2,360	1,800 00
Sheboygan	5	1	6	1,075	869 96
West Superior	6	5	11	1,600	1,287 50
Wausau	7	3	10	1,577	1,311 61
Total	81	69	150	23,635	\$19,175 50

BULLETINS AND OTHER PRINTED DOCUMENTS.

Among the many duties of the state superintendent, the law prescribes that he shall cause the laws relating to common schools, and such instructions as he shall deem necessary, to be printed in pamphlet form, with suitable index, and cause such pamphlets to be distributed among the several district and other officers having the care of common schools throughout the state; that he shall from time to time, by printed circulars and bulletins of information, communicate with teachers and school officers relating to matters connected with the management of public schools and the administration of his office; that he shall prepare and publish from time to time, as occasion may require, courses of study for ungraded and high schools, with such comments and instructions appended as may be deemed necessary, for distribution to school officers, teachers and others interested; and it is made his duty to prepare an-

Printed Matter.

nually or biennially, as may be necessary, lists of books suitable for use in school district libraries, and furnish copies of such lists to each town clerk and each county superintendent, as often as the same shall be published or revised, etc.

Following is a table showing the total number of pages of such documents, published during the four political years from January, 1895, to January, 1899. This list does not include the many printed forms required by law to be prepared by the state superintendent and furnished to the great body of different school officers throughout the state. Library lists have been furnished the common school teachers that they might be acquainted with the list of books from which town clerks are required to purchase library books and thus be prepared to advise wisely in the selections of such books.

This table shows that these publications have been unusually large, particularly so during this biennial period. They have been in the interests of the common schools of the state, and there is ample evidence that they have aided effectively in inciting educational activity, and in vivifying and vitalizing the common school interests.

When the liberal expenditures of the state for higher education are considered, it is apparent that no friend of the common schools can begrudge the trifling increase in expense for these publications. Their influence in forwarding and uplifting the great aims for which education is maintained by the state, places their utility beyond question of cost. The great interest with which they have been sought by our teachers, and the character of the publications themselves, are evidence enough that the policy fostered by this department in their circulation is not only amply justified, but to be commended as initiating a great and useful service in behalf of common school education.

Printed Matter.

BULLETINS AND OTHER PRINTED DOCUMENTS.

Title of Publication.	Number of copies.	Total number of pages.
Biennial Report, 1895-6.....	9,000	2,187,000
Biennial Report, 1897-8.....	9,000	2,187,000
Township Library List, 1895.....	9,000	306,000
Township Library List, 1896.....	10,000	650,000
Township Library List, 1897.....	8,000	696,000
Township Library List, 1898.....	8,000	768,000
High School Library List, 1896.....	2,000	122,000
Manual of Course of Study for Common Schools, 1896..	27,000	3,105,000
School Code, 1897.....	10,000	2,750,000
Memorial Day Circular, 1896.....	14,000	350,000
Memorial Day Circular, 1897.....	14,000	336,000
Memorial Day Circular, 1898.....	14,000	462,000
School Code, 1898.....	10,000	2,750,000
Arbor Day Circular, 1895.....	12,000	588,000
Arbor Day Circular, 1896.....	12,000	576,000
Arbor and Bird Day Circular, 1897.....	12,000	684,000
Arbor and Bird Day Circular, 1898.....	13,000	832,000
Bulletin of Information No. 1: Papers Read at Wisconsin Teachers' Association, 1896	1,500	163,000
Bulletin of Information No. 2: Papers Read at Wisconsin Teachers' Association, 1897	1,500	181,000
Bulletin of Information No. 3: Report of Committee of Twelve on Rural Schools, National Educational Association, Milwaukee, 1897	8,000	1,641,600
Totals	204,000	21,334,800

WEBSTER'S INTERNATIONAL DICTIONARY.

During the biennial period ending Sept. 30, 1898, 1,095 dictionaries were disposed of; 538 were furnished free to schools, 451 were sold to school districts, and 106 were sold to members of the legislature and employees of the capitol. The sworn applications of school officers, and their receipts for these dictionaries are on file in this office. The following table gives the number of dictionaries disposed of for each quarter of the biennial period:

*Printed Matter.*ACCOUNT OF THE DISTRIBUTION AND SALE OF DICTION-
ARIES, 1897 AND 1898.

	FREE.	SOLD.			
		To Members of the the Legislature, Employees of Capital and State Officers.		To Schools.	
		Plain.	Indexed.	Plain.	Indexed.
Quarter ending December 31, 1896..	96	40	54	13	12
Quarter ending March 31, 1897.....	61	24	37	5	31
Quarter ending June 30, 1897.....	14	8	23	1	.....
Quarter ending September 30, 1897..	50	7	28	2	11
Total for 1897.....	223	79	142	21	54
Quarter ending December 31, 1897..	199	18	80	1	8
Quarter ending March 31, 1898.....	51	5	51	.....	19
Quarter ending June 30, 1898.....	14	10	17	1	1
Quarter ending September 30, 1898..	51	14	35	.....	1
Total for 1898.....	315	47	183	2	29

SALE OF SCHOOL CODES.

During the last two years, school codes were sold to individuals, not school officers, at twenty-five cents each. The amount received from this source is \$42.70, which has been deposited with the state treasurer.

SALE OF COPIES OF RECORDS.

Fees for the sale of copies of records amounting to \$95.27 have been turned into the state treasury. Receipts for the same are on file in this office.

Summary.

AN ERA OF UNPRECEDENTED PROSPERITY.

The statistics in this report, including those showing such rapid growth in public school attendance and more noticeably in counties outside of cities under city superintendents, reports and statistics showing the great activities as to teachers' institutes and educational associations, the great growth in the free high schools, including the establishment of manual training departments, the extraordinary expansion of the normal schools and the university, the unexampled development of township school libraries and the growth of schools for the benefit of defective classes,—all these facts constitute ample proof that the past four years have been an era of unprecedented activity and prosperity for the great educational interests of the state. It is highly gratifying that the semi-centennial year of Wisconsin statehood can place on record evidences of such exceptional educational prosperity.

ACKNOWLEDGMENT.

I desire to make grateful and appreciative acknowledgment of the efficient and valuable service and aid rendered during my administration, each in his special department, by the following persons comprising the official corps:

Charles L. Harper, Lancaster, Assistant;

W. H. Chandler, Sun Prairie, Assistant and High School Inspector;

Frank T. Tucker, Omro, Chief Clerk until Sept., 1898;

Wm. E. Anderson, Milwaukee, Chief Clerk since Sept., 1898;

Lewis E. Gettle, Evansville, Library Clerk;

Winona Merrick, Madison, Clerk and Stenographer;

Grace H. Hayner, Janesville, Clerk and Stenographer;

Amund Knudtson, Eau Claire, Messenger.

Wisconsin School for the Deaf.

WISCONSIN SCHOOL FOR THE DEAF.

BY J. W. SWILER, SUPERINTENDENT.

Soon after the organization of Wisconsin as a territory, public schools were established, and four years after her admission as a state, the legislature passed an appropriation locating and providing for the support of a School for the Deaf at Delavan. This school, which continued under the management of local boards till 1881, has since that time been under the direction of the State Board of Control, and during these years has enjoyed uniform prosperity and been a means of instruction to more than eleven hundred deaf children, many of whom are now well informed, intelligent citizens of the commonwealth.

During the last year the attendance at the school has been two hundred and twenty-four. The last class graduated was made up of both speaking and silent members; six of the class having had all their instruction by speech. Eight of the class were printers; three were carpenters; two were shoemakers and four were art students, as the result of the course of training that the school provides in the industrial arts. While the literary attainments of the deaf are of necessity limited by defective hearing and speech, the amount of instruction which this school has given orally has had the effect to stimulate not only more and better speech among the deaf, but also a greater ease and fluency of expression in composition and conversation when carried on in writing. The school provides oral instruction for all children who enter it, giving them at least one year's trial before they are permanently assigned to other classes. The practical success of these oral classes is shown by the fact that more than half of all pupils in the school depend entirely upon oral instruction, and two-

Wisconsin School for the Deaf.

thirds of those below the fifth grade are using speech in all their recitations. While the speech of many of these deaf children is not entirely intelligible to strangers, any one visiting their classes will be convinced that they have ability to make their wants known and to carry on conversation orally. Though the speech of the deaf may be imperfect, it is seen that a little speech is much better than no speech at all; and, since it has been shown that instruction by speech does not interfere with advancement in other subjects of study, the amount of speech acquired with equal progress in other branches of study affords ample compensation for the time and labor spent upon it.

The industrial instruction afforded by this school is first class in every respect, and productive of the best results. While trade schools have been in operation for many years as a department in its course of training, it is only within the last two years that adequate provision has been made for manual training. The school now has a substantial, well-equipped building for manual training that is fitted up with the best tools and the latest devices in machinery for applying the educational function of work to the young. The new building, 44x61, stands on the east side of the campus; it provides a wood working room, a forge room, sewing and cooking rooms for girls, and a studio that is decorated with the intelligent work of the pupils, who excel in art work, and correctly esteem it as an accomplishment in which they may expect to equal other people. This building was first occupied February 1st, and the public dedication took place April 30th, 1897. Hon. W. H. Chandler, Assistant Supt. of Public Instruction, and Dr. H. H. Belfield, President of the Chicago Manual Training School, were the principal orators of the day. The opening was looked upon as the dawn of a new era of increased usefulness, the students were at their benches, lathes and

Wisconsin School for the Deaf.

drawing tables, the cooking school served lunch, and the studio made an attractive display.

Seventy-two new pupils have been admitted to the school during the biennial period ending September 30th, 1898. Of this number twenty-three were semi-deaf, forty-nine were totally deaf and eighteen had intelligible speech within the limits of a short vocabulary. Four of these pupils had been in public schools and nine of them had been in other schools for the deaf before coming to Delavan. The management of the school continues without change and the corps of instruction remains much the same as two years ago; except that Miss Agnes Steinke, who spent last year at the Imperial Institute for the deaf in Berlin, studying the German oral method with the deaf, has returned and Mrs. Elizabeth Bright Phoenix, who spent last year in Paris, is also again in her class room in the school.

The graduates of this school, who number about two hundred and fifty, are scattered all over the state and may be found in a great variety of occupations, everywhere supporting themselves and contributing to the prosperity of the communities in which they live. They held a reunion at the school in June last, which many attended, and the gathering was one which abundantly established the high rank which the Wisconsin School for the Deaf continues to maintain.

Wisconsin School for the Blind.

WISCONSIN SCHOOL FOR THE BLIND.

By H. F. BLISS, Superintendent.

The State School for the Blind is located at Janesville. While it is classed with other state institutions, and is under the supervision of the state board of control, yet it is largely educational in character. The literary department is graded and the course of study is the same as pursued by the high schools of the state. The graduates from this department are as well equipped mentally as the graduates of any high school, and, but for lack of vision, are qualified to enter the university. The fact is recognized, however, that blindness is a bar to higher education, and so the state provides very generously for the development of every talent that may contribute to self-support.

The blind as a class are physically weak. During the past two years the state school has been supplied with one of the best equipped gymnasiums in the state, and the work of physical culture under an expert instructor has produced very satisfactory results.

The education of the hand and foot is of vital importance to the blind, as their condition is naturally helpless and dependent. Manual training, so far as it is represented by light handicraft, is very helpful to the boys, and good progress has been made in this department. The school supplies the other state institutions with brooms and mattresses. The weaving room in the industrial building is always occupied with a class of young men who expect to do something for themselves, and a number of expert weavers have graduated during the past two years.

The school also graduates every year a small class of piano tuners. These boys possess a thorough knowledge of the art of tuning, yet they do not always possess the

Wisconsin School for the Blind.

ability to apply the knowledge. The blind are perhaps not peculiar in this respect.

What to do for a blind girl has always been a conundrum, and the solution seems as remote today as ever. The girls at the state school are taught to sew and knit, and many of them are able to make their own clothes. A cooking class is also in successful operation, and more than half the girls in this class have been taught to cook and serve a good meal. This knowledge contributes to their helpfulness and happiness in the home. Many of our girls leave us well qualified to teach, but the opportunity never presents.

Music is the department that attracts the most attention at the state school. Everybody sings, and more than half the pupils play some instrument. The opinion usually prevails that blindness quickens musical perception and is an aid to the development of musical talent. This, however, is not the case. Blind people frequently become good musicians because of the long and thorough course of training and years of faithful practice that enter into their education. A score of good piano players, with now and then a good pipe organist, may usually be found at the institution; while in the orchestra, violin and horn soloists of good ability are not novelties.

The aim of the present administration is not simply to turn out graduates with diplomas from the literary department, but to equip every pupil that leaves the school with every advantage possible, recognizing the fact that life with all its cold probabilities is the inheritance of the blind. The genius of those graduated is carefully studied, and the institution provides a post course of from one to three years, developing so far as possible the one talent that may contribute the most to successful bread winning, in the unequal struggle. The school last year turned out a

Wisconsin Home for the Feeble Minded.

class of eight post graduates, all of whom today are wholly or partially self-supporting.

The citizens of the state, irrespective of class, are densely ignorant of the work of the school for blind that they support so cheerfully. The teachers of the state would find it profitable to spend a day here. I am pleased to extend to them a cordial invitation to do so.

WISCONSIN HOME FOR FEEBLE MINDED.

By ALFRED W. WILMARTH, Superintendent.

The Wisconsin Home for Feeble Minded received its first ward June 16th, 1897.

Its school department was organized in the following September. Teachers who had had several years' experience in schools for the feeble minded were engaged and with them were associated others who made an earnest study of the work, and the classes were very soon organized and working systematically.

The children are graded into imbeciles and idiots. The latter term is applied to those who are not capable of material improvement, while the former are capable of being advanced to a greater or less extent.

A class of idio-imbeciles is recognized, who lie on the borderland between these two general classes and who have made a slight advance but soon reached their limit of progress and learned no more.

Imbeciles are divided into high, middle and low grades. The high grade imbeciles may be deficient in a single faculty or may exhibit a slight general deficiency which prevents a sufficient development of judgment, power of attention or moral sense to make their progress in society at large efficient or safe, even though they may show consid-

Wisconsin Home for the Feeble Minded.

erable ability in school or develop a reasonable skill in their assigned employment.

The middle grade imbeciles make slow progress in school work, although they may develop into effective manual workers.

The low grade imbecile makes little if any progress in school work and learns only the simplest occupations.

Of the 373 children on the books September 30, 1898, 263 were regarded as susceptible to training to some extent, while 110 were looked on as unimprovable; 122 of the former class were enrolled in the school; 87 were being taught in the different branches of household work; 22 were on the farms or engaged in the shops; 32 were being taught miscellaneous work about the place; 13 were receiving instruction in dressmaking, and 12 in fine sewing and embroidery; 22 were in the laundry, where they were under the instruction of two laundresses, completing nearly 7,000 pieces of work each week.

Special classes are given daily instruction in vocal and instrumental music for which many of the children display a special aptitude.

Training in articulation is an essential branch of our teaching, and calisthenics play an equally important part. Imperfect muscular action and coordination is the rule rather than the exception in nearly all cases of imbecility. The weekly dancing class is also a powerful aid in improving this defect. One of the most useful branches of the training department is found in the nursery. Here the very small and helpless children are cared for and the strongest of the girls are detailed as assistants. It is often marvelous to see how the rough and loud voiced girls will soften her voice and manner and how tenderly and jealously she will bathe, dress and feed, under the nurse's watchful care, the little one entrusted to her care. All the

Wisconsin Home for the Feeble Minded.

worst part of her nature appears to be put to sleep by the arousing of the mother instinct, thus vicariously satisfied.

A valuable system in training the feeble minded and one shortly to be introduced in this school is the Sloyd method of training. This has been brought to a much higher degree of usefulness in Europe than here. The simplicity of its first steps and its gradual leading up to the application of the principle to practical ends peculiarly adapts it to the imbecile. The ingenious, restless mischief of the imbecile often conceals a considerable degree of mechanical ability; and this very faculty for mischief is converted by gradual steps by this method into a comparatively high degree of usefulness.

I trust I may be pardoned for closing this report of what we have done by a brief mention of what we can do.

A mistaken idea is common with the public that the feeble mind can be developed into a normal one. Lessing says and says truly, "Education can only develop and form-not create. It cannot form a being into anything other than it was designed to be by the endowments it received at the hand of nature."

The feeble minded have defective judgment, poor memory and power of attention, enfeebled perceptions and a more or less weakened will power. With such a handicap we cannot, and do not, expect him to keep pace with his normal brother. But he almost always has certain faculties which approach the normal, and along these lines he can be developed into a higher sphere of usefulness and even cease to be dependent, earning his own maintenance. But we cannot bestow on him that self reliance and the indispensable faculty called "common sense" which is essential to maintain himself without guardianship in the great battle of life. To train him therefore to his highest plane of happiness and usefulness is the province of our school, and we cannot hope to place him on a level with his brother,

State Normal Schools.

who was born with a normal brain, except in those cases where his infirmity is due to neglect or mere backwardness rather than to an inherently faulty nervous organization.

STATE NORMAL SCHOOLS.

In ample provisions for State Normal Schools, Wisconsin ranks second to no state in the Union. Our Normal Schools are experiencing an era of unusual prosperity and usefulness. Appended are extracts from the Biennial Report of the President of the Board of Regents, from the Biennial Reports of the presidents of the respective schools, and reports from the boards of visitors, appointed in accordance with law, by the state superintendent.

EXTRACTS FROM THE BIENNIAL REPORT OF THE PRESIDENT OF THE BOARD OF REGENTS.

LIBRARIES.

For the success of these schools large libraries -- practically two in each school, one of Text-Books and the other of Reference Books -- are an indispensable part of the equipment. These libraries are first established from funds of the board, and afterwards the Text-book libraries in most of the schools are self-supporting by means of a small rental charged for use of the books, while the Reference libraries, being free, depend upon appropriations from the Income Fund for their enlargement and maintenance. In no department of school work has there been in the past four years more advancement than in that of Libraries and Library work. Trained Librarians are now employed to assist in opening to the student the treasures of History, Literature and Science, and while it is at a considerable increase in expense the results are more than a justification therefor.

The following tables show the receipts and disbursements on this account for the past two years:

RECEIPTS.

Schools.	Items.	1896-7.	1897-8.	Totals.
Milwaukee	Book revenues	\$1,171 81	\$1,295 76	\$2,467 57
Oshkosh	Book revenues	2,027 35	2,329 74	4,357 10
Platteville	Book revenues	1,383 10	1,188 75	2,571 85
River Falls	Book revenues	883 46	864 21	1,747 67
Stevens Point	Book revenues	1,682 75	1,516 56	3,199 31
Superior	Book revenues	611 46	854 50	1,465 96
Whitewater	Book revenues	1,264 32	1,369 19	2,533 51
Total		\$9,004 26	\$9,218 71	\$18,222 97

State Normal Schools.

DISBURSEMENTS.

Schools.	Books, 1896-7.		Books, 1897-8.		Salaries 2 years.	Totals.
	Text.	Reference	Text.	Reference		
Milwaukee	\$777 25	\$605 59	\$716 32	\$1,008 64	\$150 00	\$3,257 80
Oshkosh	1,315 64	391 44	1,489 23	891 25	150 00	4,237 66
Platteville	963 49	97 16	946 72	334 35	150 00	2,491 72
River Falls	686 54	257 55	1,773 09	675 32	150 00	3,522 50
Stevens Point	1,454 66	784 17	1,146 19	884 76	150 00	4,419 78
Superior	2,712 57	1,605 44	1,888 09	880 04	150 00	6,237 04
Whitewater	1,218 16	230 93	1,100 00	476 09	150 00	3,175 88
Totals	\$9,109 01	\$3,972 28	\$8,060 54	\$5,150 55	\$1,050 00	\$27,342 38

The excess of disbursements above receipts is practically the amount of appropriations for Reference Books during the past two years; but the fact is a little misleading, for while some of the Text-Book Libraries more than maintain themselves, others do not quite do it.

II. STUDENTS.

A comparison of the following tables with similar ones heretofore given, shows the following facts:

1. Increase of attendance { a. In 2 years 1,032
b. In 4 years 2,080
2. Increase of graduates { a. In 2 years 227
b. In 4 years 380

These figures prove that the system has grown in attendance nearly 32 per cent. in two years, and over 91 per cent. in four years; nearly 68 per cent. in two years and over 208 per cent. in four years in ability to furnish trained teachers; and they would seem to fully justify the expenditures reported, as well as the statements herein made concerning the condition and needs of the schools. And these results, which reflect so much credit upon the State and have placed it in the front rank in matters educational, are largely due to the wise and fostering care and the liberal policy of the Legislature.

TOTAL ENROLLMENT OF STUDENTS.

Schools, 1896-7.	Normal.	Prepara- tory.	Gram- mar.	Interme- diate.	Primary and kin- dergar- ten.	Special.	Totals.
Milwaukee	360	.....	56	74	98	.....	588
Oshkosh	642	.....	112	57	79	20	910
Platteville	481	46	49	39	46	65	726
River Falls	289	16	42	32	59	10	448
Stevens Point	314	42	19	51	46	9	551
Superior	247	20	45	70	45	.....	427
Whitewater	333	17	26	40	61	3	480
Totals	2,696	141	389	363	434	107	4,180

State Normal Schools.

TOTAL ENROLLMENT OF STUDENTS.

Schools, 1897-8.	Normal.	Pre-paratory.	Gram-mar.	Inter-mediate.	Primary and Kndgn.	Special.	Total.
Milwaukee	394	*	71	77	88	.....	630
Oshkosh	701	†	118	66	89	26	1,000
Platteville	403	47	73	44	48	43	658
River Falls	252	7	31	29	128	4	451
Stevens Point	420	33	61	55	51	7	627
Superior	272	15	56	59	46	.....	448
Whitewater	355	25	27	55	63	6	536
Totals	2,797	127	437	385	518	66	4,350

* No preparatory classes.

† Preparatory work done in an allied academy, in 1896-7, 61, and in 1897-8, 103.

NUMBER OF GRADUATES IN TWO YEARS.

Year	1896-7.		1897-8.		Totals.		
Course	Elemen-tary.	Ad-vanced.	Elemen-tary.	Ad-vanced.	Elemen-tary.	Ad-vanced.	Both courses.
Milwaukee	*	108	.....	136	.....	214	214
Oshkosh	50	49	55	68	111	117	225
Platteville	24	53	21	56	45	109	154
River Falls	20	9	19	9	49	18	67
Stevens Point	42	17	43	28	85	45	130
Superior	10	3	6	16	16	19	35
Whitewater	31	26	52	43	83	69	152
Totals	183	265	206	356	389	621	1,010

* School has no Elementary Course. Kindergarten Course, 31.

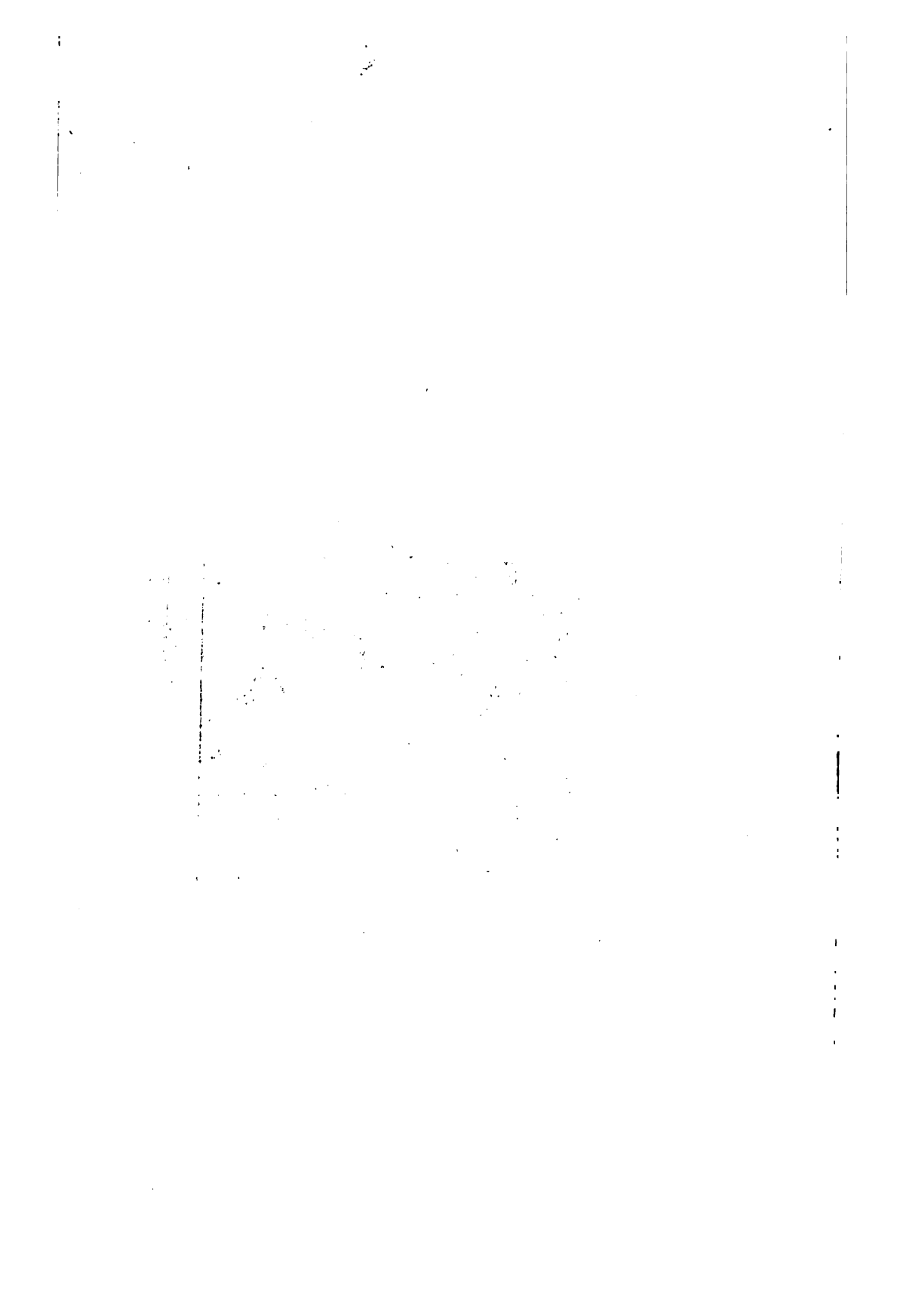
TOTAL NUMBER OF GRADUATES.

SCHOOLS.	When opened.	COURSE.		Both.
		Elemen-tary.	Advanced.	
Milwaukee	1885	.....	643	* 643
Oshkosh	1871	407	386	743
Platteville	1866	134	535	669
River Falls	1875	100	253	353
Stevens Point	1894	94	48	143
Superior	1896	16	19	35
Whitewater	1868	457	346	803
†Totals .. . . .	.....	1,508	2,180	3,888

* Kindergarten Course 64. † No person counted twice.



NEW NORMAL SCHOOL BUILDING, RIVER FALLS.



Extracts from Report of Board of Regents.

It is to be noted that the two foregoing tables show that the number of graduates in the past two years is more than thirty per cent. of the whole number of graduates from the State Normal Schools.

III. FINANCES.

(a) *Principal Fund.*

1. Bonds and certificates at 7 per cent.....	\$555,700 00
2. Land contracts and ind'l loans—old law—at 7 per cent.....	4,701 50
3. Bonds at 6 per cent.....	9,000 00
4. Bonds at 5½ per cent.....	2,000 00
5. Bonds at 5 per cent.....	348,750 00
6. Bonds at 4½ per cent.....	114,000 00
7. Bonds at 4¼ per cent.....	25,000 00
8. Bonds at 4 per cent.....	215,000 00
9. Special loans at 7 per cent.....	5,000 00
10. Special loans at 6 per cent.....	500 00
11. Special loans at 5 per cent.....	109,298 80
12. Special loans at 4½ per cent.....	80,000 00
13. Special loans at 4¼ per cent.....	44,000 00
14. Special loans at 4 per cent.....	219,400 00
15. School district loans at 4 per cent.....	8,768 58
16. Loan Board of Regents of Normal Schools.....	55,000 00
Total	<u>\$1,796,118 88</u>

The following is a detailed list of the securities summarized above, to-wit:

CERTIFICATES.

Certificates of indebtedness	<u>\$515,700 00</u>
------------------------------------	---------------------

BONDS.

1. Ashland City funding.....	\$42,000 00
2. Ashland county coupon.....	25,000 00
3. Beaver Dam city.....	12,000 00
4. Columbus city	13,000 00
5. Chippewa Falls city coupon.....	35,000 00
6. Durand city	3,000 00
7. Edgerton city school coupon.....	10,000 00
8. Eau Claire city bridge coupon.....	10,000 00
9. Glenwood town water-works coupon.....	9,000 00
10. Hudson city coupon.....	39,000 00
11. Joint School District No. 6, Plymouth, Wonewoc & Elroy city.....	2,000 00
12. Kenosha city readjustment.....	100,000 00
13. La Crosse city coupon.....	10,000 00
14. Madison city refunding.....	60,000 00
15. Madison city coupon.....	25,000 00
16. Manitowoc county refunding.....	70,000 00
17. Menasha city coupon.....	3,250 00
18. Milwaukee water refunding.....	94,000 00
19. Milwaukee water registered.....	40,000 00
20. Milwaukee school coupon.....	50,000 00
21. Oshkosh city coupon.....	43,000 00
22. Portage county funding.....	24,000 00
23. Richland Center city water-works.....	3,000 00
24. School District No. 8, Sheboygan county.....	8,500 00
25. Vernon County Insane Asylum.....	18,000 00
26. Vernon County Poor House.....	15,000 00
Total	<u>\$753,750 00</u>

State Normal Schools.

SPECIAL LOANS.

1.	Bayfield town	\$9,000 00
2.	Board of Regents Normal Schools.....	55,000 00
3.	Boyd village	500 00
4.	Brown county	5,000 00
5.	Bloomer village	4,000 00
6.	Cleveland town	1,275 00
7.	Chippewa county	14,315 80
8.	Cumberland city	4,720 00
9.	Clintonville city	3,600 00
10.	Dunn county	40,000 00
11.	Eau Claire Light Guard Armory Co.....	10,000 00
12.	Fond du Lac city	18,000 00
13.	Grand Rapids Board of Education.....	7,000 00
14.	Hammond village	1,328 00
15.	Historical Library Building Association.....	55,000 00
16.	Jackson county	16,000 00
17.	Lincoln county	4,000 00
18.	Madison City Board of Education	30,000 00
19.	Madison city	15,000 00
20.	Menomonie city	54,000 00
21.	Milwaukee Light Horse Squadron	30,000 00
22.	Mineral Point city	9,000 00
23.	Mosinee town	400 00
24.	New London city	12,000 00
25.	Onalaska city.....	1,000 00
26.	Pelican town	4,200 00
27.	Phillips city	6,000 00
28.	Prairie du Chien city	10,000 00
29.	Rhinelanders city	3,000 00
30.	Richmond town	4,500 00
31.	Seneca town	1,200 00
32.	Shawano city	2,560 00
33.	Spooner town	6,500 00
34.	Waupaca city	7,500 00
35.	Whitefish Bay village.....	4,200 00
36.	Washburn county	12,000 00
37.	Whitewater City Bd. Education.....	2,000 00
38.	Winnebago county	44,000 00
39.	Winfree town	800 00
40.	Wood town	4,000 00
Total		<u>\$513,198 80</u>

SCHOOL DISTRICT LOANS.

1.	Howard No. 2, Brown Co.....	\$980 00
2.	Levis No. 5, Clark Co.....	228 55
3.	Rib Lake No. 1, Taylor Co.....	560 00
4.	Waterloo Village No. 1, Jefferson Co.....	7,000 00
Total		<u>\$8,768 55</u>

Extracts from Report of Board of Regents.

The following statement of the Treasurer of the Board gives the receipts and disbursements as shown by the books in his office.

TREASURER'S STATEMENT.

Accounts with Normal School Fund Income and Treasurer of Board of Normal School Regents from July 1st, 1896, to June 30th, 1898, inclusive, as shown from books in State Treasurer's office.

	Dr.	Cr.
Normal School Fund Income:		
To income from investments	\$153,125 49	
Interest from banks	305 24	
Tuition, rents, etc.	38,643 64	
State tax	296,412 04	
Fifth Normal School	10,000 00	
Insurance, River Falls Normal School	44,870 13	
Miscellaneous	15 40	
By disbursements, refunds		\$557 44
Transfers, Treasurer of Board		543,101 13
Balance		4,713 37
	<u>\$548,371 94</u>	<u>\$548,371 94</u>
Treasurer Board of Normal Regents:		
To transfers from Income Fund.....	\$543,101 13	
Loan from Normal School Fund	60,000 00	
Appropriation Seventh Normal School	72,500 00	
Appropriation Teachers' Institutes	6,000 00	
By balance overdrawn June 30, 1896		\$6,032 69
Disbursements, Secretary's warrants		661,348 87
Disbursements, transfer account erroneous payment		2,636 30
Balance on hand June 30, 1898.....		11,583 27
	<u>\$681,601 13</u>	<u>\$681,601 13</u>
Total balance on hand June 30, 1898:		
In Income Fund	\$4,713 37	
Treasurer Board of Regent's hands	11,583 27	
		<u>\$16,296 64</u>

SEWELL A. PETERSON,
Treasurer ex-officio Normal School Regents.

State Normal Schools.

SCHEDULE

Of Classified Expenditures of the Normal Schools for the year 1896-7, from July 22 to July 14th, Inclusive.

Items.	Mil- waukee.	Oshkosh	Platte- ville.	River Falls.	Stevens Point.	Superior.	White- water.	Totals.
Apparatus and cabinet	\$636 08	\$642 95	\$38 17	\$326 54	\$716 59	\$5,572 47	\$392 47	\$8,280 27
Building				11 46		32,517 95		32,529 41
Fuel and light	2,204 83	2,790 83	2,053 68	871 16	2,179 95	1,531 54	1,494 83	13,226 72
Furniture	582 98	559 79	374 49	139 50	1,026 06	5,818 04	435 50	8,907 56
Miscellaneous	*10,130 22	2,028 21	725 74	751 61	1,202 05	5,901 10	1,905 82	23,146 75
Printing	804 12	379 45	546 01	236 30	225 10	317 25	294 30	2,400 54
Reference books	605 59	391 44	97 16	257 55	784 17	1,605 44	200 93	3,272 28
Repairs	3,257 17	5,925 13	753 84	873 73	2,123 27	1,093 99	627 30	14,659 43
Salaries	31,664 00	38,331 00	26,959 00	22,024 00	23,483 25	18,450 08	25,322 75	186,301 08
Stationery	131 48	913 97	361 29	353 48	276 86	740 03	237 80	3,014 91
Text books	777 25	1,315 61	963 49	666 54	1,454 66	2,712 57	1,218 86	9,109 91
Water rent	232 62	490 75	...	100 00	409 44	278 66	245 53	1,757 03
Totals	\$51,129 84	\$53,769 16	\$32,927 88	\$26,583 27	\$33,942 00	\$76,576 72	\$32,476 14	\$307,354 01
Expenses of Committees and per diem of members, expenses of the Secretary and his office and of the Board for general purposes						\$1,898 51		
Salary of the Secretary for twelve (12) months						1,800 00		
Cost of Teachers' Institutes:								\$6,688 51
For Incidentals						\$58 57		
For Conductors' expenses						1,666 93		
For Conductors' salaries						5,962 75		
								7,688 30
Total expenditures for school year ending July 14th, 1897								\$321,680 82

* Includes \$9,300 00 for real estate.

Extracts from Report of Board of Regents.

SCHEDULE

Of Classified Expenditures of the Normal Schools for the year 1897-8, from July 15 to July 14th, Inclusive.

Items.	Mil- waukee.	Oshkosh.	Platte- ville.	River Falls.	Stevens Point.	Superior.	White- water.	Totals.
Apparatus and cabinet	\$340 63	\$6 8 01	\$182 73	\$536 32	\$544 76	\$553 98	\$338 75	\$3,491 78
Building	200 07	36 12	24,208 17	891 49	1,932 29	2,403 80	24,521 91	51,870 00
Fuel	2,013 86	1,709 71	674 90	1,398 09	542 41	1,119 69	2,069 93	9,911 28
Furniture	789 67	971 86	264 15	10 22	144 54	281 41	1,627 30	6,598 34
Light	165 84	152 81	893 05	714 89	884 76	880 04	149 73	972 26
Miscellaneous.....	2,088 6	1,956 58	2 2 80	254 33	247 07	25 5	1,011 36	11,087 74
Printing	273 81	83 40	334 35	675 32	884 76	880 04	190 05	1,534 01
Reference books...	1,003 61	891 35	27,005 50	23,701 61	26,012 50	21,488 50	476 09	5,150 55
Repairs	2,138 97	2,196 07	12,251 06	712 52	3,395 62	1,843 40	2,091 35	24,618 95
Salaries	35,191 45	39,644 75	27,005 50	23,701 61	26,012 50	21,488 50	26,376 00	199,420 39
Stationery	290 77	762 21	424 72	594 26	818 87	807 64	855 15	3,043 57
Text books	716 32	1,489 23	946 72	1,773 03	1,116 19	888 92	1,100 00	8,060 54
Water rent.....	195 93	370 00	66 66	.....	467 15	379 72	353 17	1,831 68
Totals.....	\$45,074 61	\$51,060 98	\$45,883 69	\$55,010 30	\$49,188 76	\$42,281 36	\$60,599 39	\$327,089 09
Expenses of Committee and per diem of members, expenses of the Secretary and his office, and of the Board for general purposes							\$3,812 94	
Salary of the Secretary for twelve (12) months.....							1,800 00	
								5,612 94
Cost of Teachers' Institutes:								
For incidentals							\$18 50	
For Conductors' expenses							2,092 78	
For Conductors' salaries							5,810 00	
								7,921 28
Total expenditures for school year ending July 14th, 1898.....								\$340,623 81

*Includes \$2,503.00 paid for real estate.

State Normal Schools.

EXTRACTS FROM THE BIENNIAL REPORTS OF NORMAL SCHOOL PRESIDENTS.

L. D. HARVEY, Milwaukee.

In each department of the school, the equipment is now adequate for present needs and the work during the past two years has shown steady progress. This is especially true in the direction of unifying the professional work of the different members of the faculty. In too many normal schools the professional work is limited to that done by the professor of psychology and pedagogy, and by the supervisor of practice. The other members of the faculty are teaching academic branches precisely as they would teach them in the high school or college, having little knowledge of, and no interest in the professional work of the school. Such teachers have no place in a Normal School. Such a school is a professional school whose aim is to *train* teachers; if the work done there does not differ from that done in the high school and college, it is not a professional school and there is no excuse for its existence. The work will not be professional when but two or three members of the faculty concern themselves with its professional phases. Proper *training* in the professional work of teaching demands continued, intelligent, unified effort on the part of the entire teaching force, to the end that the person being trained may steadily grow in power and tendency to *do* the right thing for his pupils, at the right time, under ever varying conditions. This demands a knowledge of pedagogical principles and skill in applying these principles, and a fully developed habit of making the application of them consciously at first, unconsciously later.

Good teaching of an academic subject is demanded of the Normal School teacher as a matter of course, but this good teaching is not *training* the student to teach, unless he is led daily to trace back the practice of his teacher to the pedagogical principles upon which that practice is based. As he comes to see how the same pedagogical principle is applied in the teaching of subjects widely different in character, and is exercised in applying it himself under different conditions, his insight into the teaching process grows, and his power to do good teaching, not as a mere imitative process, but directed and guided by his own judgment is developed. It is the necessity for doing this professional work in connection with the academic work which makes it difficult to secure first class teachers for Normal School work. In many cases, these teachers have to be trained to do this professional work after they have begun their teaching in the Normal School. Whenever a teacher has developed a high order of ability in this professional work, he should be retained if the question of salary is the only one to be considered. Such a teacher is cheap at any salary.

D. MCGREGOR, Platteville.

The Platteville school, the oldest in the State, has just completed the thirty-second year of its existence. Time has wrought many changes in the personnel of its governing Board and teaching force. The demands made upon the school have necessitated many changes in the arrangement of the building and not a few additions to accommodate increasing numbers. The equipment of the school has in some measure kept pace with the advancing ideas of what such a school needs. In some particulars school ideas have changed materially during that time. But, at the organization of the school, the purpose was as it still is, to prepare men and women for the im-

Extracts from Reports of Presidents of Schools.

portant business of teaching. Its ever present purpose is to create in its pupils high ideals of the profession, to equip them in scholarship, to train them in the details of teaching, and to form in them such character that the youth of the State may arise to a higher plane of manhood and womanhood because of the ideals formed in this school. The daily work of the school under the direction of earnest and conscientious instructors, is the chief means to this end. The encouragement received from the Board of Regents and its Committees, the readiness with which the Board has always ministered to the needs of the School and the careful oversight and assistance of the Resident Regent have contributed, each its full share, to the general result.

W. D. PARKER, River Falls.

The aggregate number of persons enrolled in the normal classes proper during the entire operation of the school is very near 3,500, and more than ninety per cent. of them have since, during variable periods, been actively related to schools, chiefly as teachers and superintendents.

Some graduates have taken courses at universities and now occupy important positions in faculties of normal schools; others under like preparation, fill chairs acceptably in colleges and universities. Wherever found the members of the alumni have performed the professional duties with dignity and honor alike to themselves and to the institution.

The school has been an influential center for organizing the relatively sparse population of this section of the state, for uniting the peoples of varied nationality, customs and language, and for promoting a purpose of liberal scholarship and of loyal citizenship.

T. B. PRAY, Stevens Point.

Courses of study. Within the last few years there has been a marked change in the courses of study offered to Normal students. Ample provision has been made for study of certain selected sciences or for a study of other languages than English, so that students seeking to prepare themselves for service in the graded and high schools of the state might find suitable preparation. For those students who take the full four years' course ample opportunity is given for professional study, for training through practice teaching and for extension of their study through higher academic branches. It has always been true of the normal schools of this state that a large porportion of the students supported themselves in whole or in part by their own exertions. This resulted in their frequently withdrawing from school to teach and it was the common rule that nearly every member of a senior class had actual experience in teaching before graduating. From this experience came a maturity of judgment that was an important factor in determining the value for them of professional studies. In view of the large number of high school graduates entering the Normal School many of whom have no experience in teaching and are therefore in experience and years less fitted to deal with serious problems of school management, it is worth considering whether farther variation in the courses should be recommended. It is quite possible that the interests of the students would be as well served by providing more extended study of the common branches and more professional training with less attention to reviews in those branches of study which are pursued in the latter years of the high school courses.

State Normal Schools.

Moreover, if the diplomas now issued by the Normal School might be varied sufficiently to represent in a general way at least for what grade of school the student has been preparing, possibly the same result or one equally desirable would be reached. At present there is no distinction in the diploma offered, between the student, who has specialized in science with direct reference to work in High Schools and the student whose course has been shaped toward service in Primary grades exclusively. In the courses there is a large provision for variation to fit these different cases and there should be some advantage in having the diploma fit the several courses more definitely. By this means the student who had chosen to prepare herself for Primary or Intermediate grades, through election of pedagogy and professional training, in preference to advanced science and economics, might bear a certificate testifying to that fact.

Distribution of graduates.—In considering whether Normal Schools are properly called local schools the mistake is often made of looking at the counties from which students come rather than at those counties in which they do their teaching after graduating from a Normal School. The students of this school have been drawn from some forty odd counties from the common schools and from about fifty different High Schools, and the counties which send the largest number of students are several of them much farther away from Stevens Point than some adjoining counties having a smaller number, and yet it is not to be supposed that either the communities nearest to Stevens Point or the counties from which students come are the ones which necessarily receive the greatest benefit from the maintenance of this school by the State. This question is rather to be answered by finding out to what county the student goes. It appears from the records that of the fifty-five persons holding certificates or diplomas from this school who were teaching last year, only twenty-one were teaching in the county from which they entered the school, and several of those were not teaching in the school from which they came. Students from Barron county were teaching in Waupaca and Dane; from Vernon county in Portage, Wood and La Crosse; from Portage county in Sheboygan, Dane and Douglas. I am inclined to think that an examination of the facts with reference to the other Normal Schools of the State will show that those counties are most likely to secure the benefit of the school that take the most pains to secure trained teachers, and that communities remote from the Normal Schools are quite as insistent in their demands for higher qualifications on the part of newly appointed teachers as those localities supposed to be more favored by the location of a Normal School.

I. C. McNEILL, Superior.

Superior affords students who attend this institution rare opportunities to study social and economic conditions, such as are found only in large centers of cosmopolitan populations and varied industries. The coal docks the iron docks, the great ship yards, gigantic flouring mill, grain elevators, saw mills, etc., give pupils a chance to investigate many of the questions that touch our national life. The extensive school systems in this section give students an opportunity to study the work and organization of well conducted city schools. Here are excellent kindergartens, good ward schools and properly equipped high schools which assist materially in building up right notions of the teacher's profession.

In northern Wisconsin there is a growing call for trained teachers. School officers of several of the larger towns and cities have recently legislated that none but graduates from one of the several courses of Normal Schools, or the equivalent of such courses, are eligible to places. Rural

Extracts from Reports of Presidents of Schools.

districts are also demanding that the people who go out to teach the boys and girls shall have some knowledge of the business upon which they propose to enter. Rural school officers are looking to the Normal schools for such material. About three-fourths of the students of this institution who did not return to school last year entered upon the work of teaching, the greater number of them going to the country schools. Graduates from the regular courses can easily find places. The demand for people of Normal training is great. One of the signs that the State approves the course your honorable Board fosters is the marked preference given to the product of Normal Schools.

The larger part of the clientage of the Superior State Normal School is made up of two classes — high school graduates and teachers of more or less experience. The average age of the students enrolled in the Normal department last year was about twenty.

ALBERT SALISBURY, Whitewater.

Is a surplus of Normal graduates possible.—The growing popularity and increased number of the Normal Schools has naturally resulted in a largely increased annual product of graduates. Many individuals, including some who have the public ear, are proclaiming that there is already an over-production of Normal School graduates; "an alarming over-production," it has even been called by one. What disturbed this man's mind was the competition between graduates for positions, and the consequent cheapening of their salaries. There is no doubt that this competition exists, and that the average salaries of Normal graduates have been somewhat lowered in the last two years. From the standpoint of the graduate, this is doubtless an evil; but it is nevertheless a *public* good. The Normal schools are supported not in the interests of graduates only, but for the benefit of the school children of the state. It is the proper aim of the Normal Schools to so multiply trained teachers^s that they may become cheap enough to be within the reach of as many schools as possible, in country as well as town. It is *impossible* to have too many Normal School graduates if the greater number is not secured by lowering the quality, either in scholarship or professional efficiency. But there was never greater need than now for guarding with critical rigor the quality of our product; and no Normal School in Wisconsin needs any longer to push for a larger enrollment.

The Elementary Course.—In the statistical part of this report, attention was called to the fact that the High School graduate element in the membership of the school is steadily increasing. The same thing is doubtless true, in even greater degree, of most of the other schools. Probably one-half of the new students entered last year in all the Normal Schools collectively were High School graduates. This is an encouraging fact, and yet it is one which gives occasion for some concern. It is gradually modifying the character of the product of the Normal Schools; whether for the better, one must hesitate to say. I can never agree with that large body of theorists who think that the Normal Schools should draw their membership wholly from the high schools, and that the country student desiring the privileges of the Normal School should come by way of the high school.

I am profoundly convinced that the Elementary Course is and will always continue to be an absolute necessity to the Normal Schools in Wisconsin. Its abolition would be an act of great injustice to the country youth and of great injury to the country schools. And it would no less work great injury to the Normal Schools themselves. We can by no

State Normal Schools.

means spare the country element from the Normal Schools. The plain fact is that professional ideals and the true pedagogical spirit require time for their development; and we cannot do in two years with high school graduates what we can do with pupils who remain with us four years or longer. I am compelled to believe that the work of the Normal Schools would suffer in tone and spirit by the exclusion or diminution of the rural element, for whom the Elementary Course is a permanent necessity.

Normal Schools and Rural Schools.—Half the school children of Wisconsin are enrolled in the rural schools. Most of these attend school only a part of each year and irregularly. These children need the best of teachers but, as a rule, they get the poorest. It is sometimes charged against the Normal Schools that they do little or nothing for the country schools. This is an ill considered charge. Those who make it overlook the large body of undergraduates from the Normal Schools who are serving in the country schools. And the time has already come when Normal graduates do not think the larger country schools unworthy of their attention. During the past school year, eleven graduates from the Advanced Course in this school, and about twice as many from the Elementary Course, have been teaching in the rural schools of this State. A still larger number will doubtless be found in country schools during the coming year.

But there are other ways in which the Normal Schools, through their faculties can and should assist in the solution of the rural school problem. I do not refer now to the great service rendered by Normal School teachers as instructors in the Teachers' Institutes of the State—that is already too well known to need mention—but to the service they might render by carefully studying and pondering the new conditions which now environ the country school. Can the country school curriculum be enriched and reformed, and better suited to the needs of rural youth? If so, how? and what changes will such reform necessitate in the training of teachers for these schools? Such questions and other similar ones, demand immediate attention and effort at solution for the educators of the commonwealth. Why should not the Normal Schools lead the way in this agitation, since they exist no less for the service of the country than of the town?

 REPORTS OF VISITING COMMITTEES.

MILWAUKEE SCHOOL, 1896-7.

Hon. J. Q. Emery, State Superintendent:

The undersigned appointed to visit and inspect the Milwaukee Normal School for the year ending June, 1897, respectfully report: Visits were made at different times during the year. Your committee was always received with courtesy by the president and faculty, and afforded every facility for a full inspection of the school, its order, methods and management.

The school has an excellent and healthful location in one of the best residence districts of the city. Everything about the buildings and grounds appeared neat and in good order, attesting thoughtful provision of the board of regents, and careful supervision of the president of the school.

The general tone and spirit of the school is good. The committee found much to commend, much which called forth admiration, and but little for adverse criticism. We could not fail to notice the admirable executive ability of the president, as manifested in harmonizing and unifying the

Reports of Visiting Committees.

work of the different departments. He realizes that he is responsible for the management of the school, and to some extent for the work done by each member of the faculty. He appears to be fully informed as to the scholastic acquirements and pedagogic power of his teachers, and has their hearty co-operation and assistance in the work of the school.

Activity and earnestness pervade the different class-rooms, indicating a desire on the part of both teachers and pupils to get the best possible results, and make in every recitation a distinct and permanent advance. In most of the classes it was kept before the mind of the pupil, as a prominent thought, that the purpose of instruction was not only imparting information, but largely directing individual effort, and original investigation. Criticism was often close and at times severe, yet always conducted in such manner as to leave the impression that it was just, and for the best interests of the class.

In considering the character of the work in a normal school the ever-recurring question of preparatory or academic instruction, always presents itself to the thoughtful and observant visitor. How much shall be done? How long shall it continue? The writer recalls an able report made by a visiting committee to the Oshkosh school, from which the following paragraph is quoted:

“It is an interesting question as to what shall be the character of our normal schools. What they should aim to be there is no doubt. We think that all who have given the subject careful attention, will admit that a large share of the work must be academic for a long time to come. Didactics must receive attention more or less, and the more the better. Schools of practice must be established as rapidly as possible, still, at present, the academic and primary work must claim paramount attention. The normal school cannot be transplanted full grown to our soil, but must grow up with and out of our school system, and give it direction. We must not be impatient for great results. They will come by and by under a good administration of our normal affairs. We are led to these observations by what we have seen of the material which the normal teachers have to work upon. It is crude, and when received is unfit to enter upon didactics as a specialty. As our school system develops in all its parts, the true normal work will be entered upon. For so desirable a thing we must labor and wait.”

Twenty-five years have passed since the above report was written, yet the *ab-normal* feature of academic instruction in our normal schools prevails to the same extent it did when the first normal school was established in Wisconsin. Fully one-half of the teaching force, and probably one-third of the expense of our normal schools are devoted to that class of work which should be completed before the normal school, as contemplated by the law, is entered.

When the Milwaukee normal school was organized and located in the vicinity of many excellent high schools, it was reasonably expected by the board of regents that the time had come when a normal school as proposed by the organic law could be established.

It was thought that pupils of sufficient scholastic training would enter this school as to render unnecessary the large amount of preparatory, or academic instruction required at our other normal schools. Accordingly a special course of study along the line of this expectation was arranged for this school. This expectation has not been realized. While there is a large percentage of the pupils at Milwaukee who enter fully equipped to begin at once upon the purely professional work of a normal school, yet there are many who come from the accredited high schools, who are so deficient in grammar grade work, and especially in the lower branches of high school work, as to require a large amount of instruction by our nor-

State Normal Schools.

mal teachers before these pupils are prepared to enter upon the regular normal studies. That much of this work should be done even before entering a high school is very evident. If it is not done, it is clearly imperative that the high schools should do it, and do it thoroughly. This weakness in the common branches, especially Arithmetic, Grammar, Geography and U. S. history, while not so particularly noticeable in the graduates of some high schools, is yet so wide spread and pronounced as to need some other cure than the method of "inspection" and "accredited list" now in vogue. We are fully convinced that a return to the plan of a rigid entrance examination would be for the best interests of our normal schools. The result would be, fewer pupils, and better classification.

Possibly some of the defects mentioned might be obviated to some extent if all the courses of study from the kindergarten to the University could be arranged under the direction of the Superintendent of public instruction, or by a board of education, comprising representatives from the grammar, high and normal schools, who could so arrange the courses as to make them complete and systematic.

Another important help to high school students contemplating a normal course, would be to have a course of reviews of the so-called grade studies during the last year of their high school work.

The four years of high school studies devoted almost wholly to advanced work seem to eliminate much of the knowledge of grammar, geography and arithmetic, obtained at a time when the factor of immaturity was strong.

We were pleased to notice that the Milwaukee school recognizes in its regular course, the fact that its graduates are called to fill positions in kindergarten, graded and high schools, and has arranged classes adapted to their special needs. It would be well to extend this line of work still further, in order to more fully meet the wants of different classes of teachers. Prospective grade teachers whose work may never touch high school studies, might very profitably spend more time in gaining better knowledge of the subjects they are to teach, and more skill in the methods of imparting this knowledge.

Sept. 1, 1897.

Respectfully submitted,
J. H. Evans.
H. A. Adrian.

MILWAUKEE SCHOOL, 1897-8.

Oshkosh, Wis., Aug. 20, 1898.

To the Honorable J. Q. Emery, State Supt. of Public Instruction, Madison, Wis.

My Dear Sir.—Acting under your letter of instruction and formal appointment dated Oct. 15, 1897, your board of visitors to the State Normal School of Milwaukee begs leave to report that it has performed its duty to the best of its ability under your instructions and the requirements of the law under which the appointment was made.

The members of your committee have severally and in a body made two distinct visits to the Milwaukee State Normal School. These visits having continued from two to four days on each occasion; the first visit was made during the week beginning Dec. 20, 1897, the second during the week beginning Mar. 28, 1898. The members of your committee have carefully compared notes and have deliberated upon the observations made, and take great pleasure in saying that they have found the institution, upon the whole, in a very excellent condition, and that good work is being accomplished in every department.

We found the institution crowded to its fullest capacity. The teachers

Reports of Visiting Committees.

and students are doing excellent work. The institution seems to be well equipped throughout. We find a commendable degree of unity in method and discipline throughout the institution, and yet at the same time a freedom among the students and teachers that is calculated to encourage originality and that degree of personal effort which insures growth and development.

The members of your committee were uniformly impressed with one feature of the institution which was thought worthy of mention in this report. We observed that in the several departments most valuable outlines of work were being prepared by the teachers and students, which were developed and tested, and that the outlines were being printed by the use of the type and press belonging to the institution. We found in these outlines many things of much value and cannot refrain from suggesting that through this means the influence of this institution might be extended to other schools of the state by the introduction of a system of distribution of these outlines.

Your committee is of the opinion that the president of this institution is securing a remarkable degree of strength and unity through his administration in issuing directions for making plans for teaching exercises and requiring the teachers and students to plan each day's work according to uniform, orderly, and at the same time, very simple methods.

The members of your committee could not but join in the hope that the time might be speedily reached when all Normal Schools of the state might find it practicable to establish similar standards of admission to that established at the Milwaukee State Normal School. For when this standard is reached, the Normal School will no longer be the competitor of the high school but will be a factor, adding strength to the secondary institutions by properly shaping their courses and methods of instructions.

Your committee would suggest that so valuable an organization and equipment as that of the Milwaukee Normal School should extend its session throughout the year, thereby giving opportunity to many who cannot now avail themselves of its advantages to attend during the summer vacation.

Hoping that the state may find it possible and wise to add to this institution as rapidly as its growth may demand, and thanking you for the honor you have bestowed upon the members of this committee, and for the opportunities we have enjoyed and the benefits we have received in executing this trust, we remain,

Yours with great respect,
Buel T. Davis,
Allen B. West,
J. B. Estabrook.
Committee.

OSHKOSH SCHOOL, 1896-7.

August 31, 1897.

Hon. J. Q. Emery, State Superintendent Public Instruction.

Dear Sir.—Your committee, appointed in accordance with statutory provision, to visit the State Normal School at Oshkosh, respectfully report as follows:

Two members of the committee have made two visits each of two days each and the other member has made four visits of a day each. The inspection has included nearly all departments of the school, especial attention having been given to the prosecution of the professional work.

The best advertisement of a good school is the school itself and your commit-

State Normal Schools.

tee feels that the well known excellence of the Oshkosh Normal, brought to its present enviable condition by the untiring energy of the man who has presided over its destinies through its entire existence of twenty-six years, seconded by the intelligent efforts of the Supervisor of Practice and others long connected with its fortunes, all conspire to make detailed statements of excellence unnecessary. Your committee will therefore confine its comments, in the main, to a rehearsal of some of the most obvious needs of the school.

A large Normal School means a large number of practice teachers, the number in this school having reached almost 100 at times during the current year. The Supervisor of Practice, assisted somewhat by the Model teachers, — who have sufficient duties of their own without serving as practice critics, — is obliged to supervise the Practice work of this large body of tyros, and it needs no penetration to see the futility of the attempt. We therefore earnestly recommend that the Supervisor be given such competent assistance as the existing conditions require.

There are nearly 200 more students in the Normal grade than there are study room sittings. Thus many of the students are subjected to the inconvenience of sharing their desk room with other students. Then, too, there is an insufficient number of recitation rooms, one class using the rostrum of the assembly room and several classes being obliged to recite in basements which seem to your committee unsuitable for the work of a state institution established and maintained for the training of teachers.

An addition sufficient to provide several recitation rooms, one or two good model school rooms and to afford relief to the congested condition of the library seems the only solution to the problem.

Though the gymnasium is crowded with the Normal students to such an extent that there is little opportunity for the pupils in the model school to exercise there, it is the opinion of your committee that provision should in some manner be made for the daily and systematic physical training of every child attending the model departments.

In closing this report, your committee wishes to commend the orderly behavior and persevering industry shown by the students, and the excellent relations existing between students and teachers, a uniform bearing of kindness and patience being the attitude of the instructors towards the learners, who, by their efforts to do their best, well merit the consideration they receive.

W. J. Brier,
S. Y. Gillan,
Chas. O. Merica.

OSHKOSH SCHOOL, 1897-8.

Hon. J. Q. Emery, State Superintendent.

The committee appointed by you to visit the Oshkosh Normal School for the year ending Aug 31, 1898, respectfully submit the following report:

Each member of the committee visited the school twice, devoting from two to four days at each visit.

We are able to concur heartily in the strong words of commendation expressed by previous committees regarding the general condition of the institution. The discipline in all parts of both the normal and the training departments is almost ideal, and it seems to be secured with but little apparent effort on the part of those in authority. The general management of the school is admirable. Everywhere is plainly seen the masterhand of the able and honored president. A spirit of earnestness of purpose and devotion to duty seems to pervade the entire school and actuate student and instructor.

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It was gratifying to note the cordial relationship of sympathy and good will which exists to a marked degree between each member of the faculty and the students and especially between the president and the students. In time of perplexity and doubt they find in President Albee a willing and safe counselor; in time of discouragement, they go confidently to him for encouragement and cheer; and in the hour of adversity and misfortune they turn to him, as to a father, for sympathy and consolation. This quiet but stimulating influence has been a potent factor, we believe, in the growth and usefulness of the school.

Although but three years have elapsed since a large addition to the building was completed, we find the school in a badly overcrowded condition. Basement rooms that are poorly lighted and wholly without effective means of ventilation are again of necessity in use. The department of biology, although in excellent hands, is in cramped quarters and the lighting is so defective as to render the best microscopic work impossible. This state of things is almost intolerable in a great state educational institution and will doubtless receive prompt attention by the board of regents. Whether relief should be sought in another enlargement of the building, or in raising the standard of qualifications for admission is an important question. The total enrollment in the normal department for the year was seven hundred and twenty-seven, which is by far the largest enrollment ever made by a normal school of the state. We feel that a further increase in numbers must result in a loss of that potent, salutary influence which comes from a unity of sympathy and purpose and from a thorough acquaintance by each member of the faculty and especially by the president with the needs, the weaknesses, the purposes and the capability of each student. Furthermore, in view of the fact of the increase in the number and efficiency of the high schools of the state, it seems that the time has come when higher academic qualifications may safely be required for admission, thereby enabling the school to make its work more largely professional and perhaps extend its courses of study in some directions.

At the time of the first visit of the committee the work of some departments of the model school was quite seriously hampered by the incessant rasping clangor of a well drilling machine at work within a few feet of the building. The noise was so great at times as to render it extremely difficult to carry on the recitation. We were informed that this annoyance had existed for several weeks and that one of the training teachers regards this as the cause of an illness that necessitated her resignation.

The ventilation of the building, with the exception of the basement rooms, so far as we could judge, was good; yet one of the committee was surprised to notice that a window of one of the class rooms on the second floor was opened, though the temperature outside at the time was near the zero mark. To one who is cognizant of the carelessness of many common school teachers in the matter of ventilation, such a thoughtless act by a normal school teacher is almost inexcusable. The class work observed by all teachers, with possibly one exception, was highly satisfactory. The recitations were animated and pointed, and they indicated broad and thorough preparation on the part of both teacher and pupil. In the geography class, however, there appeared to prevail a somewhat listless and indifferent spirit not observed elsewhere and a lack of preparation and thoroughness on the part of the class. Considerable time was lost in getting at the subject in hand, and then but little seemed to be accomplished. We realize that this may have been an "off" day and that the work observed was not fairly representative of the usual work.

We regard the work of the model departments, both by critic and pupil teacher as, on the whole, of a high order. We wish especially to commend

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the work done with the grammar grade pupils by practice teachers in physical training. Were we to venture any criticism on the work of the training department, it would be on the method of nature study. Nature can not be successfully studied from books. Some one has truly said, "He who studies Nature from books can not find her when he goes out of doors." In the study of nature, we believe it is absolutely necessary for successful work to get at nature direct — to study things, not books. With the large and varied collection of natural history specimens of the Oshkosh Normal School, supplemented by the excellent collecting ground in and around the city, it is, in the opinion of your committee, possible to make the nature work wholly objective.

We were pained to note the impaired health of Pres. Albee and to feel that it is a result of overwork. It is with great satisfaction that we have recently learned that he has been granted a temporary leave of absence and that provision has been made for relieving him of a portion of the heavy burden he has borne.

In concluding this report, we desire to acknowledge the uniform courtesy extended to us by the faculty and students of the school.

Respectfully,

E. C. Wiswall,
Myron E. Keats,
M. McMahon.

PLATTEVILLE SCHOOL, 1897-98.

Milwaukee, Wis., August 15, 1898.

Hon. J. Q. Emery, State Supt. of Wisconsin.

Dear Sir: The committee appointed by you to visit the Platteville Normal School, report as follows:

Two members of the committee visited the school January 18 and 19, and May 24 and 25, 1898. One member March 8, 9 and 10.

Probably at no time in the world's history are carefully planned buildings, equipments and appliances designed to meet the needs of human activities so much in demand as now. Experience has shown that there is a wise economy in this demand. So it has come to pass that modern buildings, all but perfect in plan and appointments, are fast becoming the rule. This is specially true in the construction of school buildings. The work set for a Normal School to do is, probably, greater than the work of any other class of school; for, from material, for the most part crude, good scholars and trained, successful teachers are demanded. All these results must be produced in a comparatively brief period. The Normal School building at Platteville is a painful contrast to what is desirable in a building for such a school. The room used for a library is obviously very much too small. It contained at the time of our visit a few chairs and three small tables which, in fact, are all that the room can accommodate. The wall space for books is wholly occupied. Your committee is of the opinion that the library should have a large place in the work of a Normal School, first, that it may be an open door to the student himself, through which he may enter to his edification, in that he may acquire a taste for good books and establish a reading habit and thus extend his thought beyond the narrow limits of his course of study; and second, that the student may be so imbued with the love for good literature that he shall bear to his school and community the gospel of education found in every good book. Traveling libraries, village and city libraries, springing up throughout the state attest the faith of the people in the library as an instrument of education. Where better than in the Normal School can the state emphasize the library work which it has already undertaken? To do this a library must

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have the right kind of books and plenty of them; it must have the latest and best editions, juvenile books and current periodicals. There must be time and place and opportunity for the student to receive proper introduction to and instruction in this work. Your committee is of the opinion that the work of the library in the Platteville Normal School should be enlarged and improved along the lines suggested.

In connection with the work of the gymnasium, it was noted that the young women had no dressing room. The gymnasium itself contains posts which interfere with the freedom of movements; besides, the papered walls presented a very untidy appearance.

The chemical and biological department (one room) with its untidy counterlike tables extending through the middle of the room its entire length, the small, deep set windows yielding insufficient light seemed quite unsuited for the kinds of work required to be done. If this large room were divided by a partition, new and modern tables provided, better light secured, there would be a great gain. The class rooms for both the biological and physical departments are too small for the proper use of the apparatus required in the work.

Rooms used as offices and store closets are small and of necessity so crowded with books, specimens of school work, etc., as to present a disorderly appearance. The assembly room was crowded to its fullest capacity. Your committee is well aware that the present school building has, from time to time, been repaired and enlarged, but it is their opinion that substantial improvements are still necessary.

A spirit of mutual goodwill and helpfulness seemed to prevail everywhere. Naturalness and freedom from artificial restraints in the conduct of the school gave evidence of the perfect self-control and orderliness of the students that the highest order of government prevailed.

How to imbue the novice with the true professional spirit of teaching and equip him with usable professional knowledge is an ever present problem for a Normal School. As one means to that end classes in school management are organized. Where possible, it would seem advisable to place in charge of such classes a person of ripe and successful experience in schoolroom work. Such a teacher brings to his work practical experience and can speak with a certain authority and sincerity calculated to inspire the student with a keener interest in and increased respect for the work of his chosen calling.

A marked difference in the method of instruction was observed in certain classes. In some, the teacher did most of the talking, the marshaling of thought, the aggressive thinking, while the student followed if he were able; in others, the teacher was less in evidence but stimulated the students constantly to the point of expression. In the former case, there was evident a passive, lukewarm interest; in the latter, the students were alert and responsive.

A student will teach very much after the manner of his favorite teacher in spite of all theoretic instruction to the contrary. It is the opinion of your committee that the teacher who can put direct, thought provoking, logically arranged questions to the student, insisting in every case upon a clean cut answer will develop in that student the highest degree of independent thought and power. How else can the teacher know the mind of a student? How better can the mind of the master come into personal vital contact with the mind of the student? To this end the student leaves his home to attend school that his mind shall be stirred and quickened to the fullest capacity of growth through the sympathetic touch of master minds.

The members of the committee desire to express their appreciation of the many excellent phases of work witnessed and to testify to the spirit of

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earnest, honest endeavor everywhere apparent; also to express their appreciation of the many courtesies extended to them by President McGregor, his faculty and the students of the school.

Respectfully,

Arthur Burch, Chm.,
Emma C. Underwood,
T. C. Salt.

RIVER FALLS SCHOOL, 1896-7.

Milwaukee, Wis., September 13, 1897.

J. Q. Emery, Esq., State Superintendent of Schools, Madison, Wisconsin.

Dear Sir: Your committee commissioned to visit the State Normal School at River Falls, begs leave to submit the following report:

Each member of the committee made two visits to the school during the school year. The first was a separate visit by each and was made early in the school year; the second was made by the members acting as a committee. The aggregate number of days spent in inspecting the work of the school was fifteen. An effort was made to examine the work in each department to the end that an approximately true statement of the condition of the school might be embodied in this report. It is but fair to state that your committee decided to include helpful suggestions where it seemed to its members that there was room for improvement; hence silence as to certain lines of work may be taken as an indication of the committee's satisfaction with the result of its observations upon those lines. During the closing visit, the members of the committee held a meeting and settled upon the views to be embodied herein.

Your committee was favorably impressed with the evidence of good house-keeping seen on every hand. In this respect the school is a model. The educational value of neatness and order, and the exercise of due care in securing proper ventilation, are of great importance to students; especially is this true, where students are received from preparatory schools where opposite conditions prevail.

Perfect order prevailed in every department of the school. The effects of good discipline were manifest on every hand, although no perceptible effort was made to secure it. Still your committee were sensible of the presence of a strong governing hand, wisely exercised. The students, one and all, appeared to be animated by a desire to conform their conduct to principles of right doing, and to pursue their work to such a degree of industry as to preclude frivolous conduct. This was so evident that your committee is convinced that the management of the school is successful in creating and sustaining a thoroughly progressive spirit among the students.

It was observed that, in the department of literature, there was considerable hesitancy, on the part of students, to respond in recitation; the students appeared unable to meet the requirements of this branch. It is evident that more time should be devoted to reading, language, and literature. The preparatory schools, from which most of the students come, are undoubtedly deficient in this line of study; and the students enter the Normal School without sufficient preparation to accomplish, within the allotted time, the work of the course and to profit by it. It is folly to urge that this Normal School should be closed to such students until they qualify themselves for the work of the course in language and literature. It is more in keeping with good sense and the purposes for which the school was established to recommend that more time be given to study of English to enable the school to do its work properly. A large percentage of students obtain their early training in the common

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schools of the adjacent counties and many of them are without means to meet the expense of an extended preparation in a distant high school. The German language is among the branches pursued. Inquiry revealed the object of giving this study a place in the course to be preparation of students for the University of Wisconsin. The work done in this branch is in many respects commendable; however, your committee is of the opinion that the present condition of the common schools of Wisconsin, demands that teachers possess, not a knowledge of German so much as a greater proficiency in the English language, which can be attained by giving more attention to instruction in *reading* English, and in studying English grammar, composition and literature. The chief function of the normal schools is to prepare strong, skillful teachers for the common schools. The public tax for their support is justified on this ground. The common schools will not suffer should the normal schools of the state confine their efforts to accomplishing the object for which they were established; they are not preparatory schools for the State University.

The observation and class work, conducted by student teachers, and the review of the same under the immediate direction of the superintendent of practice, received your committee's attention. It was noticeable that students in their criticisms upon class work sought to express the opinions known to be those of the superintendent, making apparent the influence of her strong individuality. The effects resemble a too rigid adherence to principles outlined in a text book. This has its advantages, especially with students lacking in originality; but it should be avoided as far as practicable so as not to discourage students in advancing ideas of their own. The result confines students to such narrow limits in the discussion of pedagogical questions that there is little opportunity for the exercise of individual judgment. However sufficient of merit was in evidence to convince your committee that this school is accomplishing good results in its professional work. The model department is replete with merit. The methods pursued in teaching reading, spelling, arithmetic, etc., are to be commended. It is a pleasure to report that the results observed were very satisfactory; the attention given by the pupils was free from criticism. Like methods of instruction and the same degree of expedition in disposing of work, introduced into rural schools, would effect a greatly needed and beneficial change in them.

Your committee is pleased to report its finding of excellent work in the departments of mathematics, history, music, drawing and science.

It was observed that a few teachers are in the habit of wasting the time of the recitation by dwelling on matters that appear to them introductory to the prepared lesson. The information elicited is, as a rule, irrelevant and worthless. As a consequence of the time devoted to such effort, the real work of the recitation is scarcely reached when the alarm for the class dismissal is given. Closely related to this fruitless practice is another, not to be encouraged, which consists of attempting, during the recitation, to draw from students information which they do not possess and which is suggested by the subject matter of the lesson. The result of this is a guessing exercise and a waste of time. It would be a great gain to assign such matters for investigation to be reported at the succeeding recitation.

In recitation, it was observed that students were diffident about taking the floor to support their views of a topic under consideration. Fluency as well as accuracy in expression ought to be cultivated, giving students ability to make ready explanations and develop independence in them; opportunity, commensurate with the needs of different students, should be afforded, and an effort to achieve such ability encouraged.

Your committee deems it proper to report that the work accomplished in this normal school, which came under the observation of its members, is,

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considered as a whole, of such a degree of merit as to warrant the conclusion that the school is fully meeting the requirements of law and of the needs of public education. The discipline, instruction, and professional training, to which its students are daily subject, are of a high order of excellence and cannot fail to provide the common schools of that portion of the state with a large number of competent teachers. Competent teachers are essential to lift our district schools from the level of primary schools, such as too many of them now are. It is hoped that, annually, increased numbers from the normal schools will be found in charge of district schools. It is difficult to provide a more adequate remedy to strengthen the rural schools and make them deserving of a generous support on the part of the tax payers.

James A. Sheridan,
Chas. H. Nye,
Mrs. Anna M. Flack.

RIVER FALLS SCHOOL, 1897-8.

Hon. J. Q. Emery, State Superintendent of Public Instruction.

Dear Sir: Your committee appointed to visit the State Normal School at River Falls, begs leave to report as follows:

The school was visited by the second member of the committee, once during the school year, by the third member twice and by the Chairman not at all.

Your committee had read, how, after the total destruction of the Normal building by fire on the night of November 22, 1897, the citizens of River Falls had come to the aid of the school, tendering the use of churches, lodge-rooms and halls for the accommodation of the school, and that the student body without a single exception had loyally sustained the President and his faculty in their heroic efforts to reorganize under very discouraging circumstances.

The fact that the school continued in all of its departments after an interruption of but a half day, shows organizing power of great ability upon the part of the executive head of the school, and loyalty upon the part of the student body, worthy of the highest commendation. If to know how people conduct themselves during times of great emergency, is of greatest importance to the student of history, then the history of Wisconsin Normal Schools should include a recital of the heroic conduct of both teacher and pupil at River Falls, after their home had been swept away by flames. Such an account would serve as a bright example of that indomitable American spirit which grows strong in face of great difficulties.

On visiting the school, we were not surprised to find a well behaved, industrious, seriously intent body of students. The good order, in the absence of prescribed rules and regulations, showed confidence in the executive head of the school. The spirit of the school appeared to be excellent, and the teaching in the various class rooms was uniformly good. It was apparent that the teachers were making the best of the situation, and, under such circumstances, your committee would withhold one or two criticisms that would be included in this report had the physical environments been better.

We inquired whether or not the time lost by the students in going from one building to another, did not seriously interfere with the amount of class work accomplished. We were informed that the extra minutes necessary for the transit, was not a loss. The student, after a brisk walk in the open air from hall to church-building, came to the class room with greater mental vigor—the exercise strengthening both body and mind. Before we left, we were convinced by the alertness of the students in the class

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room, and by the promptness and quickness of perception, that the temporary quarters of the Normal School at River Falls, had some advantages.

The attendance at the school, by reason of its location has never been very large, and the policy of the school to encourage those, who, after a period of probation, prove themselves lacking in those natural qualifications a teacher should possess, to go elsewhere and prepare for some other profession, has aided to keep together only those who can after finishing their work, make school teaching a success.

It is the opinion of your committee, that this policy should commend itself to all those who have executive authority in our Normal Schools, to the end that those, who, by reason of their good character and their ability to manage and govern a school, in addition to good scholarship, shall not be compelled to compete with those who lack any or all of the aforesaid qualifications. We believe that this "weeding out" process can be still further applied by those who are responsible for the quality of the finished product of our Normal Schools without serious interference with the objects for which the Normal Schools were established.

The attention of one of the members of the committee was called to the fact that members of the Preparatory Class who failed in the final examinations, were not notified of their failure until after they had participated in Class Day Exercises and their parents and friends had come to witness the graduation. Your committee can see no good reason for such unnecessary humiliation of any student and we feel it to be our duty to express our condemnation of such practice as unjust and improper. The result cannot fail to lessen the respect of pupil for teacher and of seriously interfering with the reputation of the school for fairness and justice. Most of those who failed had labored diligently during the period of their enrollment and were entitled to greater consideration than a written notification of their failure on the eve of commencement exercises.

We wish in closing, to express our thanks to the members of the faculty for uniform courtesies shown us during our visits.

Respectfully submitted,
J. H. Natrass,
Mrs. L. H. Mead,
Committee.

Shullsburg, Wis., September 15, 1898.

STEVENS POINT SCHOOL, 1896-7.

Hon. J. Q. Emery, State Superintendent.

Your committee appointed to inspect the Stevens Point Normal School respectfully submit the following report:

As one approaches the Normal and notes the smooth, green sward, it is hard to realize that building and campus occupy what was but three years ago a stretch of rough and unattractive sand. Recent additions to the grounds will permit further planting of shrubs and trees and other adornment. It is the opinion of your committee that the surroundings of a normal school have much to do with influencing the coming teachers and arousing a desire to make school grounds attractive. No normal student can day by day view a fine collection of stately trees and note the neatly shaven turf dotted here and there with handsome shrubbery, vases, and flower beds without feeling their effect and forming a purpose to do something towards adorning the grounds over which he will some time preside. The practical outcome of such an object lesson will be many a beautiful school-yard in Wisconsin.

The members of the Stevens Point faculty have for the most part had

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college training, and their training has been complemented by growth in character and culture. Each teacher seems to realize that sound scholarship is a prime requisite for the best teaching and that no methods or devices can be safely substituted for thorough knowledge and clear conceptions. While some departments, naturally, are stronger than others, it is evident that each teacher is putting both head and heart into the work.

In the entire school there is a delightful freedom from restraint. An admirable spirit pervades the atmosphere, and the order is of that excellent kind which is most conducive to good work. The teachers labor in harmony under wise, sympathetic, and inspiring leadership. The purpose everywhere seems to be that of helping each student toward self help. The large degree of freedom given has in general called out hearty and loyal response, and one of the school's most striking characteristics is the excellent spirit of order and work at all times observable. A little more care on the part of a few students in moving through the halls in better order and more prompt manner would improve appearances and make the matter of government more easy in the model departments.

Three factors in the Stevens Point school mark clearly the progressive force of modern methods—the gymnasium, the library, and the department of drawing. The gymnasium is large and well equipped. All students whose health permits are required to take regular and systematic training. The director of the gymnasium is a woman of education and culture, who puts untiring energy and quiet enthusiasm into her management of this department. To a careful observer of schools there can be no question as to the direct and lasting benefit derived from this form of exercise.

The library and reading room is airy and well lighted. The choice of books has been made with great care and good judgment. An enthusiastic and thoroughly trained librarian has brought the best possible plans of rendering the books helpful to students and teachers. We have never seen a school library made a more potent factor for good. Its influence is felt in every department, and the students find it a great help toward broader culture and worthier character.

Lack of room and limited supply of models and illustrative material hamper the work in drawing to some extent, but your committee was both surprised and pleased to see the good work accomplished. The work is practical in the worthiest sense of that word, and such training must in the coming years exert a strong influence upon the common schools of the state.

In the Model School, Mrs. Bradford directs the practice work in a common-sense manner. The student teachers are allowed a sufficient freedom to insure the exercise of their own individuality, while they are taught to do vigorous thinking about the principles of education and the needs of the individual pupils entrusted to their care.

It is the unanimous judgment of your committee that the school should have more room. Each teacher should have a room of his own where he may meet his classes, prepare his work, and meet pupils for conference and individual assistance, without danger of being driven out to accommodate other classes. At present, not a single teacher has a room distinctly his own, and it is a rare thing to find any room unoccupied by some class. Even the supervisor of practice has to give up her office for recitations.

The president of the school should be provided at once with a private office in which he might be free from petty interruptions while counseling with teachers and students or attending to other important matters connected with his executive functions. At present he has no room to which he can withdraw and be safe from constant interruption. A private office would enable the president to perform his duties with greater dispatch and efficiency and relieve him from wearing and exasperating interruption.

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Your committee has positive conviction that there should be some overhauling of the present basement plans. The closets used by the little people of the model school should be entirely separated from those used by the students of the normal proper. The disadvantages and dangers of the present plan must be evident to every thoughtful visitor.

Respectfully submitted,

J. W. Livingston,
W. H. Elson,
Lovila M. Mosher.

August 31, 1897.

STEVENS POINT SCHOOL, 1897-8.

To the Hon. J. Q. Emery, Superintendent of Public Instruction:

Dear Sir: Your committee appointed to visit and inspect the Stevens Point Normal School for the year 1897-8, would lay before you the following report:

The committee as a whole made a three days' visit near the close of the second term; two members made one more visit each and a third member made two more visits.

Throughout the year your committee has been deeply impressed with the significance of the State Normal School at Stevens Point and with the masterly management of the school by President T. B. Pray. At various times individual members of the committee had made non-official visits to this institution when it was in its formative period; yet we were not prepared to see the excellency that had been attained in the few years that the Normal has been in existence.

While the school does not show a military precision in its movements, yet it was evident that every student had a well defined purpose and was pursuing it in a vigorous and business-like manner. We heartily commend the general spirit of the school and approve of much of the work inspected.

From the examination of reports of visitors to other Normal Schools, we note the common "urgent demand" upon the Board of Regents for "more room" and an "increased teaching force." However formal this may be does not appear to your committee. It is probable that all our Normals are overcrowded; yet it is the unanimous verdict of the committee that the Normal at Stevens Point *must* have more room and more teachers or the progress and enthusiasm of the school will be seriously impeded.

The committee found the building crowded far beyond its capacity, with temporary recitation rooms occupied in dark corners of the basement as well as the attic. Neither the attic or the basement is a suitable or safe place for recitation work. We do not believe our state is so poor nor her school resources so limited that it is necessary to use either of these unsuitable places to accommodate the operations of the school. We recommend that if the attic must be used for recitations and laboratory purposes, more suitable advantages be provided for fire escapes and that all doors upon this floor be kept constantly unlocked. We recommend that the boiler house be located outside of the building with a fire-pump in the same. That there be a reserve cistern, giving two sources of water supply instead of one. As it is now, any accident to city works leaves the school unprotected.

Considerable attention was given to the department of Natural Science. The class work in Zoology showed that the teacher was directing the energies of the class to the essentials of the subject. The laboratory work as revealed by examination of note books showed the weakness of many of the students in representation and your committee would recommend more thorough drill in drawing as a preparation for biological work. The class and laboratory work in physics were highly commendable. An examina-

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tion of the physical apparatus made it evident to the visitors that a number of important additions should be made as soon as possible.

The committee believe that such restrictions be made upon admission to the school that classes in elementary English Grammar be unnecessary. We believe there is an element in the school that might more profitably to themselves, as well as to the overcrowded Normal, complete their elementary studies in some one of our state high schools. It certainly reduces the rank and impairs the efficiency of this and every other Normal to do such an amount of academic teaching when the demand for professional instruction is so urgent.

The work in Latin, English Literature, Mathematics and Geography was especially gratifying. The gymnasium was managed with efficiency. The music seemed to lack spirit; however, this may have been only temporarily so.

The visitors might make a slight criticism upon the carving of the chairs in the recitation rooms and pencil marks in the wardrobes. The furniture of the building is new and should not be defaced.

Your committee found the Department of Practice of great importance to the school. It seemed to the board that a greater teaching force should be assigned to this department for we found young teachers needing assistance and direction that could not be provided from the limited number of teachers in this section of the work. It is the judgment of the committee that no department of our Normal Schools gives more character to them than the department of practice and we recommend that this need receive immediate attention.

In closing our report we feel impelled to call attention to the character the Stevens Point School is giving to the community in which it is situated. It is recognized as a power and throughout the city and county it is spoken of with enthusiastic pride.

Respectfully submitted,

W. L. Morrison,
Edwin R. Smith,
L. W. Wood.

SUPERIOR SCHOOL, 1896-7.

Stevens Point, Wis., Aug. 14, 1897.

Hon. J. Q. Emery, State Superintendent of Public Instruction.

Dear Sir: Your committee appointed to visit the Superior Normal School the past year, take pleasure in submitting the following report:

One of the committee visited the school three times, the others but twice, on both of which occasions the entire committee were present. We thus had ample opportunity for comparison of views, and for modifying, changing or confirming judgments.

The location of the school locally is excellent, and it gratifies your committee to see the taste and wisdom displayed in the steps taken to beautify the grounds. Under careful management they will in a few years be a source of pride to the citizens of Superior and of gratification to the people of the state.

The building itself is in general admirably adapted to its uses. Unfortunately it was built to accommodate simply present needs and will soon need enlargement.

We would criticise the exposed nature of the baths, and the distance of the lockers from the swimming pool, especially on the men's side.

The committee were pleased to see that the Board of Regents in planning this building had provided so generously for the physical well being of the students. We believe that too little attention has been paid to this

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department until recently, and that now it gets no more than it deserves. The personnel of our Normal Schools generally show the possession of fair physical strength, but a woeful lack of training, and if not an ignorance of important hygienic laws certainly a failure to practice them.

In this connection we desire to call your attention to the fact that all the land owned by the state is taken up by the building, walks and lawn.

While ample provision has been made for training and exercise indoors no permanent arrangements have been made for the same purpose in the open air. We heartily endorse the claim of the first, but contend that the second is also a necessary provision. The committee emphasize this need now because in our opinion the time will never be when real estate can be bought so low nor when such choices of suitable land will exist. Exercise is not enough even when taken out of doors unless the same is purposeful and intelligent. The extraordinary draught upon the vitality and nervous energy of a teacher is well known and his need of a strong and well cared for body, but it is not alone for him that we plead although we think such argument sufficient to merit consideration. We especially seek this for the eventual benefit of the boys and girls of Wisconsin. We believe that teachers who pass through such a course of training and development will pay more heed to such in their own schools, and can and will do more efficient work in their physical instruction.

The internal arrangements of the school we found unusual in their excellence for so young an institution. While without everything betokened newness the same was not noticed within. The decorum, application and class work of the pupils showed that in these respects at least the school was losing no time in settling down to its work, and performing its proper functions. It is true that too often students came to the recitation unprepared, the reason for which was not apparent to the committee, and lessons were heard that reflected no great credit upon a state normal school. On the other hand we heard some recitations that were models in the clearness, importance and thoroughness of their development.

The work in science we found exceptionally strong. The school is here better equipped than in any other department and the instructor was putting the apparatus to splendid use. Unfortunately most of the work fell to a single teacher, but we learn he is to have a full assistant which may afford the necessary relief.

The professional work was of a high order. All the teachers connected with this institution have had experience in public schools as well as normal, and showed in their instruction a practical acquaintance with the problems that their pupils will meet in after life as teachers. The work was thus helpful, sympathetic and inspiring.

The committee saw most commendable class work in music. The pupils showed a knowledge and mastery of the mechanics of the subject that were pleasing. We can not speak so highly of the chorus work but do not in this wish to reflect upon the teacher. No person can do in a given time what two skillful people should do, and we again recommend that the music and drawing be separated and each placed in the hands of a specialist.

Another fact that impressed the committee unfavorably was the lack of appliances for making inspiring and successful the work in mathematics, the languages, and geography. We grant that the enthusiastic, able and skillful teacher is a necessity, but maintain that it is unwise to leave him thus unaided, and unfair to demand of him the same efficiency that we do of one suitably equipped. We urge that books of reference, maps, charts, pictures and other appliances be provided these departments as generously as apparatus has been for the work in science.

The committee are not satisfied that the school is doing what it ought

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in composition, literature and library reading. Again we do not feel like criticising the present teachers, but think another should be added for this especial work.

Permit us to say that we feel strongly that the allowance made for teachers' salaries for this school was too low and the increase voted for next year will still be insufficient. The school has already taken its place among the Normal Schools of the state, not as a weakling, but as a young giant, and though the average number of pupils per teacher is a little less than in the other schools, the Board of Regents must remember that every class in school is represented and must be supplied with a teacher. It is true that some classes are small and the enrollment might be somewhat greater without requiring an increase of teachers beyond the number necessary to equip the school properly, but our early opinion is confirmed that three more teachers are necessary and a fourth is desirable.

We commend heartily the spirit of the school as shown in the deportment of the pupils moving through the halls, from class to class, and elsewhere; their genuine respect for the teachers and consideration of one another; the happy bond of sympathy existing between all.

We bespeak for the school the support which it merits and doubt not that under its present wise policy it is destined to aid greatly in the educational uplifting of our young people.

H. A. Simonds,
B. B. Jackson,
Kate L. Sabin,
Committee.

SUPERIOR SCHOOL, 1897-8.

Hon. J. Q. Emery, State Superintendent of Public Instruction:

The undersigned, your committee appointed to inspect the Superior Normal School for the year ending August 31, 1898, respectfully submit the following report:

Each member visited the school twice, and was shown by the Faculty all needed courtesies in the discharge of his duty. Certain definite opinions were formed regarding the character of the work accomplished and the pressing demands for other facilities in strengthening this work.

The building used by the institution is situated outside the resident portion of the city. In order to reach it the teachers and students are compelled to travel at least half a mile to two miles from their homes and boarding places. A large majority of them walk, while others ride in the trolley cars that pass about a hundred rods distant. Enterprising citizens should see that suitable houses are soon erected on lots in the immediate vicinity, for the purpose of accommodating with rooms and board members of the school, particularly those from other localities.

The recommendation of your former committee, that the campus be so enlarged that sufficient space in it can be provided the students for outdoor recreation and athletic games, should promptly be carried into effect. To aid in physical culture and in the preservation of good health, such a playground is as fully essential as a well-equipped gymnasium with all its accessories. Besides, it furnishes a desirable opportunity for an attendant to be better qualified, when he assumes the charge of a school to direct similar sports of his pupils.

It was a matter of surprise to find in the yard fronting the building a large excavation for a body of water. The suggestion is made that this depression should be filled with dirt, properly graded for walks, and laid out into small plots for the reception of shrubbery.

The building was in excellent condition. There was no evidence of any want of attention, on the part of the janitor and his assistants, to the

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comfort and convenience of the faculty and students. The floor and walls were clean, dust was absent everywhere, and the atmosphere was generally kept pure and pleasant by means of the heat and ventilation. If there was any lack of proper warmth, it existed in the spacious gymnasium, which, in the opinion of a member of the committee, should be supplied with other steam pipes covered with asbestos.

The Assembly Room is admirably adapted for only a portion of the uses to which it is assigned. With its general shape, platform, and opera chairs, it serves exceedingly well for the sessions of the whole school, for public exercises, and for popular lectures; but to the students who remain here in the day time for preparing their lessons, its chairs, occupied by them, and provided with no book racks and tablets on which they can write or place their works of reference, are very ill suited. In several cases these young people, while thus studying, were observed violating simple hygienic laws by stooping forward over text books, maps, or papers.

The institution needs a much larger room for the library and general reading purposes. The one now used is crowded with cases, tables, and paper racks, and yet this department is at the beginning of its growth. There is still a greater need of a commodious room for a well-stocked museum. In it can be arranged such cabinets as a botanical, a geological, a mineralogical and an archaeological, with specimens for most of which the school is poorly supplied. Besides many relics and other articles, illustrating the history of the American side of the Lake Superior region, could here be deposited and preserved, affording a valuable opportunity for examination by any one interested in this history. It is true that small cases, containing some materials for the study of geology and mineralogy, could be placed in the corridor on the upper floor near the rooms in which the classes pursuing the physical sciences now recite; but such an arrangement would not meet the necessities involved even in a fair mastery of these studies.

The discipline evinced was of a very high order. The movements of the students at all times in the hall and rooms were free, natural and dignified — a bearing such as those who go out to teach should cultivate. The deportment everywhere was correct and self respecting. At the noon recesses and before and after school hours, when there seemed to be the least restraint upon the young men and women, no ungentelemanly or unladylike act of theirs was noticed. Even the children in the model classes were polite and courteous at such times. There was no evidence of stringent and repressive regulations. It seemed that the necessary details had received attention, that careful instruction had been given, and that constant watchfulness had established these commendable conditions.

Under organization the school is a working unit. All parts of it are properly related, all minds in accord, all portions of the work in full bearing upon each other. The evidence of a controlling head, attentive to all interests, and directing all movements — his advice and decisions considered and accepted by others, was observed on every hand. He was watchful over the discipline of the students, and was well informed in regard to the quality, character, and scope of the work done by each associate teacher.

As to the instruction in the different rooms, it was generally clear-cut and concise. On the part of the students there was close attention, usually asserting itself at the proper time in the correction of errors made in the recitations. In many cases there was a seeming intensity of thought without any special manifestation. The desire of the teachers to go to the bottom of a subject, to find out the why and wherefore, was generally apparent, though not to that degree on the whole particularly when the length of the lessons was out of proportion to the time allotted for reciting them, as the

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committee would recommend. The teaching was not of the enthusiastic kind. In no instance was the effort made to arouse the emotions of the pupils at the expense of their deliberate thinking. There was no touch of the imagination, no lighting up of a point with a gleam of fancy. The lodgement of principles, the determination of facts, and a keen inquisition as to the extent and thoroughness of the attempted mastery of subjects, were always in the foreground. The work was not confined to text-books. It was as wide as the advancement of the students permitted. It inculcated thoughtfulness and encouraged investigation.

The library is comparatively small, but still useful. The students patronize it freely. The indexing and arranging of books is in accordance with an excellent system, and the care of them by the librarian is justly commended. The reading room, connected with the library, contains a fairly well selected list of the best periodicals and papers. Both of these adjuncts to the institution should be greatly enlarged. The purchase of additional reference books and other standard works of literature, history and education is strenuously urged.

The records are kept accurately and fully, under such a system as to show at a glance the work performed by any student.

The young men and women present in the classes are sturdy, earnest, energetic and self-confident—responding with hearty approval of ideas and sentiments in accord with their own. They are of the right age for successful normal work. Over a third of them are high school graduates, while a considerable number have taught.

Observations respecting the several departments of instruction should be presented in a more specific manner. The president before his classes was gentle and considerate, and maintained a bearing that encouraged confidence in their members. He was not inspiring but accurate and careful. In the study of Psychology the students gave closest attention to his suggestions, and freely asked questions and corrected each others mistakes. Originality of thought was shown in the work, and constant appeal made to the intellectual processes.

The teaching in history, civics and school management was definite and forcible. The main points in the lessons were kept in front, and no confusion occurred. Extreme accuracy was required in the recitations, as well as a faithful preparation for them. It is a question whether this department does not require of its head all his services—his labors as an institute conductor being assigned to some other instructor secured for that purpose.

The scientific department is conducted in a purely scientific way. The prevailing spirit is one of inquiry. Both teachers reach results by the laboratory method. The facilities for their use are well arranged and fully provided. No time was lost in searching for apparatus, and the students handled the different implements with skill and intelligence. The results of their experiments or investigations were carefully recorded in note books. Here the committee saw much to approve and nothing to censure.

In the higher work in mathematics, only the important things were sought, and results attained by intense and careful thinking. Special heed was given to the mathematical language used. The students were fairly ready, took their own pace, but were kept moving. They seemed at times under a little constraint, or wanting in freedom; yet the culture they received was solid and enduring. The teaching in arithmetic was wide-awake and resourceful, pointed and accurate, practical and not wasteful of either time or energy. Particular mention should be made of the attention given to mental arithmetic—six recitations a day devoted for weeks to this branch by as many instructors. The old methods employed seemed really new, and they certainly were refreshing. This department is deficient in apparatus for illustration, and should be supplied.

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The classes in German and Latin were under the charge of exceptionally competent teachers. They gave closest heed to the details of the subjects presented, and also to the scope and bearing. That of the former language was forcible and impressive; that of the latter, while critical and scholarly, was wanting somewhat in aggressiveness and self confidence.

The entire department of practice teaching, including the model school, the paid assistants and the students at work, was thoroughly organized. Its effectiveness was seen in the meritorious instruction imparted in the various rooms, and in the insight secured from the observations steadily taken by students. Frequent meetings were held to discuss class exercises. There was evidently a spirit of inquiry, a desire to approach the art of teaching from the scientific side, to determine the value of methods, and to understand the varying phases and moods of the activity of children. To a member of the committee it seemed that the teachers of the model classes were taxed beyond their strength, and that relief should be applied by the employment of at least another assistant.

The work in English language and literature was confined largely to instruction in the grammar, though the history of this literature and the study of several classical productions passed in thorough, fearless and suggestive review. The latter course is too limited in scope and matter, and should be made more comprehensive. In the grammar classes interest was good, the laggards were shown no favors; but the results only fairly correct. There was need of more confidence, a better preparation, more concentration, and more energy.

Vocal music as well as instrumental, received due attention. The classes in the former, especially the preparatory, were trained in reading music along the lines of natural and easy expression. The choruses were well drilled, and appreciated the different shades of feeling to be rendered, and also the necessity of attaining the correct style of fully manifesting them in song.

The instruction in drawing was superior, while the classes pursuing this study were comparatively small, the progress made by their members, shown by the training given them and by their work on exhibition, was truly praiseworthy.

Physical culture is made very prominent. Its excellence is seen everywhere in the movements and attitudes of the students and members of the lower classes. The teacher in charge impresses her personality and her methods of drilling thoroughly upon the school. She had her system thoroughly in hand, and all taking lessons were interested and earnest. Nothing but words of praise were spoken of the work. The gymnastic training did not consist in mere mechanical evolutions, meaningless motions.

The plan of requiring special instructors to perform work in lines other than those for which they had made due preparation, does not insure the best results. When the school has reached the development that permits the teachers in drawing and music to devote their whole time to these branches, it will be able to impress its students to a better purpose than under the present arrangement.

After a careful examination of the work done in the Superior Normal School, studying every phase of it, visiting every teacher in it, and attending every class in session at the times of inspection, your committee wish to place the stamp of their approval, not only upon the work of the institution, but upon the movement of our state in locating and operating this seventh school in its normal system. A large field has been occupied, and awaits the benign impulse and the steady intellectual growth which this educational center will more perfectly impart in coming years. It is truly wonderful what strides of advancement the enterprise and the means of culture this northwestern Wisconsin has achieved in the last eighteen

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years. At the opening of this brief period, the county in which is located the institution, reported only two public schools in operation. The county superintendent of these was paid a salary of only fifty dollars. Where the normal building has been erected, and the land for some distance about it was wet and covered with a dismal forest, now exists a city of wide streets, commodious houses, and public edifices, and a population estimated to be over thirty thousand. The milling of flour and the commerce of the Great Lakes has reached gigantic proportions. Here is the center of various railroad lines. The facilities for public instruction, increased more than a thousand fold, equal those of the oldest parts of the state. None can withhold the prophecy of a brilliant future for this normal school.

W. C. WHITFORD,
R. L. BARTON,
FRANK W. BIXBY,
Committee.

WHITEWATER SCHOOL, 1897-8.

Hon. J. Q. Emery, State Supt., Madison, Wis.

Dear Sir: Your committee appointed to visit the Whitewater Normal School for the year 1897-8, respectfully submit the following report:

The school was visited by each of the three members of the committee, once by the chairman and twice by each of the other members, covering periods of two, six, and four days respectively. The chairman was unable to be present at the final visit on account of sickness.

The way in which the school grounds are laid out and the manner in which they are kept impressed the committee very favorably. The president's idea of having a great variety of trees and shrubs on the grounds and of having them labeled with both their common and scientific names seemed to us a very practical and useful device and one which is worthy of imitation by all institutions that prepare and send out teachers.

The students without special help are enabled to familiarize themselves with the characteristics of many trees and shrubs, and this knowledge so readily absorbed, they will carry with them and put to use in the school into which they may happen to find their way. Reliable knowledge on this subject is sadly wanting, not only among the *children* of our common schools, but also among the *teachers* in charge of these schools.

The recent addition to the school building not only improves its external appearance but adds greatly to the facilities needed for carrying on the work of the school. Although it supplies the present needs fairly well, we are of the opinion that it will hardly be sufficient for future needs if the present rapid growth in attendance continues.

The committee was much pleased with the dignified and respectful deportment of the students. We have rarely seen so large a number of young men and women in one institution that showed such gentlemanly and lady-like conduct. All movements from room to room in and about the building were characteristically quiet and orderly. This behavior seemed to be spontaneous and natural, and did not in the least bear the stamp of external restraint. The president and faculty have reason to feel proud of this manifestation of their influence among the students.

We are told that the fatherly watchfulness of the president soon detects the presence of any undesirable character among the students, and that such are rooted out before they have a chance to contaminate others. Under these conditions it is perfectly safe for fathers and mothers to send their sons and daughters to this school. It is also certain that the teachers sent out by this institution will exert an elevating influence in the school and communities with which they come in contact.

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The committee noted that on the whole the members of the faculty are overworked. They have more than enough regular class-work to keep them busy and besides this most of them are burdened with rhetorical work. Hours that for the good of the school should be spent by the teachers in recreation, home-reading, or experiments must be slavishly devoted to the correction of essays, to training students to read these essays properly, or in training them to give declamations. We consider this neither right nor desirable. We should advise that an instructor should be added to the faculty whose duty should be to do the bulk of this rhetorical work, who besides this might have charge of a class in rhetoric or a class in dramatic reading. This would relieve the other members of the faculty of the extra burden now resting on their shoulders.

Another question which deserves serious consideration is the frequency with which examinations, commonly called written tests, are given. Although these examinations occupy the time of the recitation, only, the amount of matter which can be and is written on certain subjects in this time by large classes, all of which must be carefully corrected by the teacher, is enormous. We admit that examinations are a necessary and legitimate part of school work, but the giving of them so frequently that a teacher finds herself with a set of papers on her hands for correction almost continuously we do not believe to be for the best interests of any school. Much of the time now spent in correcting examination papers might better be spent in preparation for more efficient teaching and in intellectual growth.

It would be impossible to name and discuss, within the limits of this report, all that is worthy of commendation in connection with this school. We found strong work in nearly all the departments, several of which deserves special mention.

The work in civics and in economics showed the mind of a master that sees the whole field and the relation that each part bears to the whole. A vein of ardent patriotism runs through it all and these classes can not help being inspired with higher ideals of American citizenship. This is all the more effective because every one that listens to the thought uttered feels instinctively that the instructor himself is all that his words express.

The work in geography is of a very high order. Besides making it objective, wherever possible, special attention is given to causal relations and to matters which are of practical utility. The subjects are unfolded logically, everything being naturally evolved from what has preceded. Special emphasis is laid on products, natural and manufactured, their distribution and how these grow out of and are shaped by the wants of man, climate, soil and the character of the physical features. The students are led into the work-shop and into forest and field to get an idea of the processes by which the products are prepared and how they are gathered and distributed. Specimen products from almost every country and clime are present in the class room to illustrate objectively the instruction given. If the teachers of our rural and graded schools would attend this normal school long enough to get the training in geography, it would more than repay them for the time and money spent, and much of the mechanical, unprofitable and impracticable grind, now called geography, would be eliminated from our common schools.

The work of the science department impressed us as being very thorough and highly practical. The instructor in this department knows how to utilize the most ordinary things for the purposes of teaching and in performing experiments. This feature we regard as of the highest importance as graduates of this department will not exhibit that helplessness too often shown by graduates of colleges and universities when placed in charge of similar departments in high schools where the facilities for doing science work are often extremely limited.

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The manual training department is a feature which cannot be too highly commended, and we believe that an extension of this work would be highly advantageous to the school. Besides the recognized benefits of manual training proper, students are here taught to utilize the ordinary things by which they are surrounded for purposes of instruction, and much of the apparatus used in the physical laboratory has been made by the students themselves.

That a teacher of mathematics may also do excellent work along other lines is well illustrated here. Under his direction causal relations are admirably traced out and various sources of literature utilized in making the work in general history lifelike. His students are led among the people of some historic period long past and live with them long enough to know their surroundings and catch the spirit of their times. They sit down, so to speak, by the fire-side or camp or in their legislative halls and listen to the conversation, teachings and pleadings of the peoples of long ago.

It seemed to some members of the committee that although the instructor in literature has a good knowledge of the subject this department is not as strong as it ought to be. It appeared that there was too much microscopic dissection and inspection and that this was done at the sacrifice of inspiration and breadth of culture; but when we consider that the teacher of this department has something like one hundred fifty essays per term to look over in outline and detail, to correct and prepare for delivery, in addition to her other work, defects of the kind mentioned are not entirely blamable to the teacher. It appeared to us that the teacher of this department was one of the most seriously overworked members of the faculty, and that some relief should be speedily afforded.

The library facilities of the school are good and it contains a good supply of choice material. Standard books in all necessary lines are found on the shelves and are well arranged. Though the library is most excellent in quality it is hardly sufficient in quantity to supply all the needs. The librarian deserves much credit for the intelligent attention given to her work, everything being well classified and well taken care of. By means of brief but specific printed directions the students are taught how to use the library intelligently. These point out the order in which to consult books of reference and special treatises and how to keep track in special note books, for future reference, of the specific significance of each work consulted. In this way students are initiated from the very beginning into right methods of reading and are saved from squandering time in fruitless search. Evidence that the system in use is meritorious is not wanting. Each of the large number of students by which the library is frequented seemed to know what he was there for. There was no vacant staring about, no waste of time in consulting other students or in useless and aimless rumaging through the whole library. Each student appeared to have a definite purpose and knew what to look for and where to find it.

The necessity for physical education is recognized in the large, well equipped and well lighted Gymnasium in which all students are required to take regular daily exercise under the direction of a competent instructor. This feature no doubt contributes largely to the maintenance of physical health and intellectual vigor among the members of the school.

Whatever necessity once existed for the maintenance of preparatory departments in connection with the normal schools of Wisconsin, the members of your committee are decidedly of the opinion that the need of such departments in those schools no longer exists. The work done here belongs properly to the district and graded schools, and the encouragement of pupils to attend a normal preparatory not only works great harm to the district schools but to the normal schools as well. We note in the annual catalogue an enrollment of forty-five pupils in the preparatory department of this school during the past year. Of this number twenty were promoted

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to the normal department, leaving twenty-five in the preparatory at the close of the year. A further study of the catalogue discloses the fact that the twenty-five pupils remaining in that department at the close of the year represent at least twenty-four different district or graded schools in nine different counties. We are strongly of the opinion that the admission of such pupils works great harm to the district schools from which they come, where their presence would encourage the attendance of other advanced pupils.

The cutting off of the preparatory departments in our Normal Schools would do much to solve the rural school problem now receiving so much consideration. Not only would this movement raise the standard of our district schools but would elevate the tone of the normal schools themselves. Many preparatory students set up the claim of attendance upon some normal school and the abilities of such persons have a tendency to lower the popular estimate of normal school work in the communities with which they come in contact. Moreover, the money expended and teaching force employed might be devoted with much better results to the normal departments, proper, which are now admitted to be everywhere overcrowded and the normal school fund would not be taxed in doing work which properly belongs to our district schools.

In conclusion we wish to thank the members of the faculty for the cordial manner in which we were received and the freedom accorded for a thorough inspection of the work of the school.

J. E. Riordan,
J. S. Roeseler,
Peter Hendrickson.

THE UNIVERSITY.

The State Superintendent is, by law, made a member *ex-officio* of the Board of University Regents. Whatever official knowledge he may acquire is in consequence of this relationship. Though no officials of the university are required by law to make report to him, it has been the unvarying custom, in the past, for the biennial report of the state superintendent to set forth, to some extent, the condition of that institution.

GROWTH OF THE UNIVERSITY.

The following extract from the biennial report of the President of the University shows the gratifying growth of the University in the past ten years in the number of students and in the number in the instructional force. Attention is called to the statement that the increase in the number of students in the past four years has been greater

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than the increase during any other four years of its history.

1. NUMBER OF STUDENTS DURING THE PAST TEN YEARS.

The growth of the colleges and schools of the University is shown by the following table, which includes special and graduate students and fellows distributed in their proper colleges and schools:

College of	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Letters and Science*	419	498	558	599	712	702	783	815	872	947
Mechanics and Engineering	89	111	137	152	179	201	225	207	218	227
Agriculture	46	32	97	152	175	173	213	180	215	277
Law	119	112	118	126	166	169	266	223	218	182
School of Pharmacy	49	35	56	63	65	42	41	50	64	61
School of Music .....	.....	.....	.....	.....	.....	.....	.....	181	145	141
Less twice enumerated .....	.....	.....	.....	.....	19	8	10	71	80	68
Totals	722	783	966	1,092	1,286	1,279	1,520	1,598	1,650	1,767

* This includes the School of Economics, Political Science, and History, and the School of Education. The courses in these Schools are so interwoven with the other courses of the College of Letters and Science that they cannot well be separated. The diminution in the College of Law is owing partly to the extension of the Course from two years to three, partly to the fact that the requirements for admission have been greatly increased and partly to the discontinuance of the so-called "Capitol Class."

2. NUMBER IN THE INSTRUCTIONAL FORCE.

	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Professors	35	37	38	42	43	47	47	47	49	49
Associate Professors	0	0	0	0	0	1	2	2	2	2
Assistant Professors	2	5	6	5	6	11	14	23	23	24
Instructors	8	8	13	15	16	23	25	23	23	26
Assistants	2	1	1	2	2	2	3	8	12	14
Fellowst	5	9	9	9	9	10	9	10	10	10
Totals	52	60	67	73	76	94	100	111	119	125

† The Fellows, though primarily students, are classified here for the reason that according to the terms of their appointment, they are required to render a small amount of instruction. This requirement, however, applies only to the University fellows; consequently the above enumeration does not include the alumni fellows nor those provided for by private generosity.

An inspection of these tables will show a number of interesting facts. In the first place, during the last four years the number of students has increased from 1,279 to 1,767, and has been greater than the increase during any other four years in the history of the University. It will also be observed that while a considerable enlargement of the teaching force has been made necessary by the increase in the number of students, this enlargement has been confined chiefly to the ranks of assistant professors and assistants.

Report of the Board of Visitors, 1896-1897.

VISITORS' REPORTS.

The following reports of the Boards of Visitors are here published as furnishing full, intelligent, impartial and reliable information as to the condition and success of the university for the biennial period:

SUMMARY OF REPORT OF BOARD OF VISITORS, 1896-7.

(Reports in detail follow the Summary.)

Your Board as individuals and as Committees received every attention and assistance from President and Faculty in every department visited. We herein submit the following summary:

1. The College of Letters is rapidly increasing in membership and in efficiency and at the same time making loud demands for added facilities in the way of lecture room and equipment.

2. The department of Science in the College of Letters and Science is manned by instructors of great scholarship and power, many of them men of extended experience.

3. University Extension work should be increased and to that end fees should be reduced.

4. Increased appropriation and enlarged facilities for procuring books and utilizing the Library are stoutly recommended. A library, rich in its contents and easily accessible, is a most important factor, if not the most important, in a university.

5. No part of the University comes in more direct or more vital contact with the great mass of the people than the Agricultural Department. Through experiments, observation, institutes, dairy school and short courses, the people are put in possession of the most valuable information at trifling cost. The people appreciate the value of the work of this college and will not be parsimonious in its support.

6. The School of Pharmacy is commended for the high standard of attainments required of its students, but the appropriation made for its support is entirely inadequate.

7. The College of Mechanics and Engineering was found almost ideal in its methods and in the spirit of its membership, but like several other departments, hampered from want of apparatus and machinery.

8. The Law Department has been raised to a higher plane through the adding of a year to the course, and to greater efficiency through the recent adoption, to some extent, of the laboratory system of study. A sufficient library for the use of students should be acquired somewhere on the University grounds, thus saving time and labor to the student, and leaving the law library at the Capitol to the purpose for which it was intended.

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9. The Department of Physical Culture and Military Science is administered with regard to the physical needs of both men and women, the latter of whom are for the first time enjoying the advantages of a gymnasium set aside for their exclusive use. The recently adopted athletic rules are commended. Of course, as is usual in reporting on Athletics, a warning note against excess, undue absorption of time and attention, and other evils incident to such sports, is sounded. Yet, while harm may not entirely be wanting, the beneficial results are so marked that a favorable judgment is heartily pronounced upon this entire department.

10. The grounds of the University should exhibit in all the improvements made, a high type of landscape gardening. Nature has fairly outdone herself in the beauty of the location. Man's work should here express a high sense of the beautiful in all the planning and care of the grounds. The highest form of beauty can not be reached without a design that will govern every detail, hence the recommendation that plans looking towards a gradual development and heightening of the landscape possibilities of these handsome grounds should be adopted at once.

11. Special attention is called to the urgent need of a competent Dean for Woman's Department. This matter is of such importance that there ought to be no further delay in making such an appointment as is suggested by the committee.

12. The School of Economics, and Political Science and History is in a most prosperous condition. Its teaching force contains several men of national reputation, its students go out to fill the most important places in other colleges and universities. It is greatly to the credit of the State that it is doing so much to help in a right solution of social and political problems.

13. In view of the fact of the recent conference of High School teachers and the faculty of the University, the committee of this department did not make a report.

These suggestions, recommendations and criticisms are made with the sole object of aiding those in charge in realizing more fully the needs of this great institution of learning. So long as the University of Wisconsin brings honor to the State by its practical results, its thorough work, and the high ideals of cultured manhood and womanhood it presents, so long will the people of the State willingly give liberal patronage and general support.

Respectfully submitted,

(Signed) L. S. Hanks, Chairman.

Duncan McGregor,



Report of the Board of Visitors, 1896-1897.

REPORT OF SUB-COMMITTEE ON THE DEPARTMENT OF LETTERS IN THE COLLEGE OF LETTERS AND SCIENCE.

The College of Letters has made more rapid growth during the past few years than any other department of the University. Since 1890 the number of students in this College has nearly doubled. The instructional force in this department is compelled not only to teach its own students, but many others, especially from the College of Engineering and the School of Pharmacy. This requires additional teaching force, additional expense and better accommodations than would otherwise be needed. There seems to have been a real embarrassment in providing room for this increased number of students and in some instances the classes have been so large as to make it impossible for the teachers to do work satisfactory to themselves. The larger gatherings in this College have been crowded into the Law Building and Science Hall, sometimes to the inconvenience of the Departments which have the first right to these rooms. The increased growth of the College of Letters will necessitate very soon larger accommodations, which your committee would recommend as soon as practicable.

The Ancient Classical Course has an increasing number of students. The increase for the past year has been about fifty per cent. Double the number of High Schools in the State are accredited for this course, with at least twice as many students as in recent years. The number of students who are to pursue the Ancient Classical course will be determined largely by the interest which School Boards and High School Principals take in the matter. The number of young women in the College of Letters is larger than in any of the other colleges. This fact has to be considered in the management of the University. Three-fourths of the young women students occupy rooms in the city. In Ladies' Hall no difficulty is found in exercising proper supervision. In most instances the social relations between the young men and women are conducted with discretion. It seems to your committee, however, that the suggestion of the President of the University could most wisely be carried out. There should be secured a "large minded, sympathetic, and scholarly woman of discretion, whose duties, without interfering with those of the Mistress of Ladies' Hall, should be so comprehensive as to embrace the oversight of all the young women of the University. The position of the incumbent should be that of the Dean of the Woman's Department."

We believe the Department of Letters is under most able management, that its interests are being cared for with the greatest fidelity and that it is worthy in every respect of the fullest confidence of the people of the State.

Respectfully submitted,
(Signed) E. G. Updike,
B. F. Dunwiddie.

University of Wisconsin.

REPORT OF SUB-COMMITTEE ON DEPARTMENT OF SCIENCE,
COLLEGE OF LETTERS AND SCIENCE.State Normal, Platteville, Wis.,
June 1st, 1897.

Hon. L. S. Hanks,

Chairman Board of Visitors, U. W., Madison, Wis.

Dear Sir:—Your committee having in charge the examination into the equipment, instruction and management of the Department of Science in the College of Letters and Science, submit for your consideration the following report:

While only one visit has been made to this department, the facilities for observation afforded by the President and Faculty were so perfect and the information furnished by your committee so complete that the visit was most satisfactory. It is a source of regret that a careful examination could not be given to the different lines of work in this department, yet we doubt not that conditions similar to those observed prevailed throughout.

1. From our own observation as well as from the statements of the heads of departments the material equipment is of a very high order. Science Hall throughout is admirably adapted to the purposes for which it was intended. The lecture rooms are generally commodious, well furnished and lighted. The most inferior part of the fixed equipment is the black-boards. These are certainly not in harmony with the furniture and finish of the rooms. The physical apparatus especially is very complete not so much in amount as in adaptability. Every piece has its proper place in illustration and in instruction, and there is no part for show alone, as there is nothing that is obsolete. Excellent judgment has been exercised in the selection of the apparatus and the best of care is manifested in its keeping and in its use. Ample provision too is made for accessions without unnecessary delay. Altogether the material equipment shows the liberality of the State and the good judgment of those in charge. The teaching of Science demands abundant room for observation and experiment and a full supply of apparatus fitted to illustrate the most recent discoveries. Whatever defects may exist in this department cannot rightfully be charged to insufficient material equipment.

A mere glance is sufficient to enable a fair judgment of equipment to be formed, but to judge intelligently of instruction requires time and continued observation. The indications, however, generally implies thoroughness in the instruction. Of course, there is much variety in teaching power among instructors. Some with keen and clear scholarship fail in holding their classes with the fixedness demanded by strong work; others with less depth of scholarship have a natural faculty of arousing mind to vigorous activity. Whether in the University or in institutions of lower grade the general principle holds true that the teacher who demands the most of his pupils is the one who secures the best result. In the lower classes in the University careful and thorough teaching should be the unwavering rule. Here, where students are most immature, is the stage that demands the greatest teaching power. We had only surface indications upon which to base a judgment, yet these,—such as listlessness, inattention, and restlessness, were more apparent in some classes than in others. It is natural to look for a cause for such effects. The chief cause, in all probability, is a want of sufficient strength in the teaching power of the teacher. After all, the great business of a teacher is to teach.

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For purposes of research, only scholarship is needed, but for purposes of teaching the best results follow from scholarship combined with teaching ability. Eminent scholarship does not necessarily imply great teaching ability. Scholarship supplemented by intelligent application of the principles of pedagogy give the most satisfactory results. The value of the material suffers through ignorance of how it should be used.

3. It seems to your committee that some improvement could and should be made in the following particular:

Students should be brought in contact with the more mature, most experienced and strongest minds among the faculty as soon as possible after entering the institution. The man in his personality and in the influence he wields is more than the subject he teaches. It is the common experience of young people that their course is directed, their character formed, not by the studies they pursue, but by the men with whom they come in contact.

After writing the above, we referred to the report of the committee or last year and find the same thought expressed as follows:

"Students entering the University should as early as possible be brought under these influences. It should not be possible for students in the first and second years of any of the regular courses to select their work in such a manner that they are not brought regularly into these direct relations with at least one of the strong instructors among those who have been selected especially for their power to stimulate and inspire. From his initiation, the student should realize in his own experience some of the distinctive advantages of a University, and in this later course, if at all he must, he can use to better advantage those in some respects inferior."

In this department are several instructors of national reputation, several others still young, who are destined to attain to equal prominence in the world of thought and investigation, and all whose work we observed are scholarly and earnest. We deem young men and women fortunate in the opportunities thus afforded them for instruction under such favorable conditions and by men of such scholarly attainments.

Respectfully submitted,
(Signed) Duncan McGregor,
Chairman Committee.

REPORT OF SUB-COMMITTEE ON UNIVERSITY EXTENSION.

Your committee on University Extension beg leave to report as follows:

We have much faith in the value of University Extension and firmly believe that the State should do more to extend the benefits of this system of popular education. The testimony of the various centers wherein the Extension lectures have been given shows that they have been beneficial in many ways. The work has brought the University to the doors of some who, otherwise, would have remained untouched by this great institution of learning. The lectures have called out thought on the part of such people and have caused them to read and discuss the topics and ideas presented by the lecturers. The high school students have been led by these lecturers to take broader views than

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they otherwise would have done. They have drawn the high schools and the University closer together and have aroused a more general desire to enter the University and learn more of the subjects presented. The lectures have also done much good in turning the tide of social conversation into more interesting and profitable channels.

In view of its manifold advantages the Extension work should not only be continued, but increased. Several of the ablest lecturers have withdrawn from the field, and in view of this fact your committee is of the opinion that the staff should be strengthened by adding two or three men of ability, whose time should be given exclusively to University Extension during the lecture season. The criticism sometimes heard that the lecture course detracts from the regular classroom work of the professors, has driven some of the most effective and popular lecturers from the field. The loss should be supplied by salaried speakers, in no wise connected with the class work of the University. The added expense, it is estimated, would be more than met by the additional number of engagements throughout the state, and this plan would add nothing to the present cost of the work.

In this connection it seems to your committee that under the present system and management, a course of lectures cost the community too much, and that the state ought to reduce the expense to such a figure that every town and city could afford to have one or more courses each year. As a rule it is no easy matter to make the course a success financially. In many cities the cost of the course has led to discouragements and defeat on the part of those who gave time and labor and money to introduce the system. For instance, the cost of the course at Sparta, last year, was as follows:

Lecturer	\$100.00
Railroad fare	26.16
Advertising	4.00
Entertainment	1.50
	<hr/>
	\$138.26

And this does not include providing and lighting suitable hall, or paying the hotel expenses of the lecturer. The expense is too great and in the opinion of your committee a course of lectures by the best men, should not cost the center to exceed fifty dollars, and still less for the younger and less experienced and able men. If the compensation of the lecturer is to remain the same the state should pay the difference. If a community had to pay but fifty dollars for the course it could afford to furnish halls, light, fuel and such local expenses as might come. This plan would put the more distant places on an equal footing with Madison and adjoining places, and would enable the high school, the academies, the literary societies and other organizations to take hold of the matter, and furnish for a small sum an interesting course of lectures for every citizen of the community. Such a plan would do more to popularize and make effective the results of the system that deserves liberal encouragement.

(Signed) D. F. Jones,
Carrie B. Oakes,
Duncan McGregor,
Committee.

Dated May 20, 1897.

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REPORT OF SUB-COMMITTEE ON LIBRARY HALL.

The Committee of the Board of Visitors on the Library and Library Hall, submit the following report:

The same general conditions, an over-crowded reading room, no additional space for much needed book stacks, inadequate rooms for administrative purposes, poor light and bad ventilation, exist as heretofore reported. In view of which we congratulate the University on the recent action of the legislature which provides for the early completion of the Library Building, thus the sooner affording relief for the urgent needs of the library for better quarters.

During the past year, the appropriation to the Library has been greatly reduced, so that after deducting the cost of administration including all salaries, care of building, janitor and student help, etc., the amount available for binding and purchase of books was a little more than half the amount expended last year. Special appropriations for the increase of the Classical Library have been charged to the General Library budget. All departments have suffered from this deduction. While the number of students and instructors have largely increased, the amount available for the enlargement of the library has not been proportionately increased, but has as we have stated, for the past year, been greatly diminished, and is totally inadequate to the urgent needs of such an institution.

There is still the same difficulty in the securing of books needed for immediate use in the several departments as reported by the last Visiting Board, and the suggestion therein made of a single Library Council to pass upon the lists in order to facilitate the purchase of needed books, appears a reasonable solution of the difficulty.

The efficient and intelligent administration of the Library is noted with pleasure. Much individual help must be given readers in such a Library. The classifying and re-cataloguing of the Library is still in progress, and needs not only an efficient, but a sufficient force of administration. In view of these facts, the need of an increased and steadily increasing appropriation seems imperative.

Respectfully submitted,

(Signed) Juliet Meyer Brown,
Chairman.

Carrie B. Oakes,
Duncan McGregor.

REPORT OF SUB-COMMITTEE ON COLLEGE OF AGRICULTURE.

To the Board:—Your Committee of the College of Agriculture ask leave to report as follows:

We have visited the University and made a careful inspection of the Agricultural department of the institution. We found that the experiments along the line of agriculture, although somewhat expensive, are of inestimable value to the farming interests of our State. The day of wheat raising as a source of profit for Wisconsin is past. The farmer must produce other crops with which to support his family, improve his farm, and educate his children. He can by experience and experiments ascertain what products are best adapted to the soil

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and profitable production. But to the average individual farmer the expense would be too great, and the process too slow to accomplish the desired results. The College of Agriculture has conducted at the University, at a comparatively small cost to the tax-payer, furnishes this information, and it reaches, or may reach the home of every citizen of the state. Under its direction 107 farmers' institutes and 11 cooking schools have been held during the last year. That the institute work has been appreciated is best answered by the large attendance and manifested interest at nearly all of the meetings.

One of the great attractions and useful studies is the Dairy School. From reliable sources we are informed that more than 250 former students of the Dairy School are now operating creameries and cheese factories in Wisconsin, while numbers of them have been sought for and found employment as superintendents of creameries and cheese factories in adjoining states.

The Short Course in Agriculture, the usefulness of which is exceeded only by the appreciation with which the farmers regard it, deserves at our hands the highest praise and commendation. Its answer to all criticisms is the increased attendance and the demand for graduates for farm work, which far exceeds the supply. The farmer recognizes the value of the work done by using thirty-six of the Short Course students as judges at Wisconsin fairs during the last year. During the last decade Wisconsin has made gigantic strides as an agricultural and dairy state, and with pardonable pride we can truthfully say that she has fully equalled if not excelled all of her sister states in agricultural development. For the proud position we occupy we owe a debt of gratitude to the School of Agriculture as conducted at our state University.

But if we are to maintain this enviable position we must have enlarged facilities and greater scope for development. More stock is needed in order to fully establish and confirm the preferable breeds to be raised by the Wisconsin farmer. In order to properly acquire this desired information more land is required and better farm buildings are necessary. That the legislature will furnish the additions required there can be no doubt, and that this great commonwealth of ours will continue to maintain her enviable position in the front rank as an agricultural and dairy state is the fond hope and the firm belief of your committee.

(Signed) S. D. Hubbard,
Chairman.

REPORT OF SUB-COMMITTEE ON SCHOOL OF PHARMACY.

The committee on School of Pharmacy submit the following report:

The policy of this school in giving a thorough scientific training and in advance of the average Colleges of Pharmacy in this country, is especially commended. In raising the standard it is doing a worthy service to the profession in the state.

In view of its practical value and importance, the school should be encouraged by the University, and permitted not only to maintain its present standard, but to improve on it. To get the best possible results, would require an appropriation of nearly twice the present allowance. Comparing it with other departments of the University,

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we feel that it does not receive as large a sum as its importance and needs justify.

After the fixed charges are paid the amount remaining is so small, that no material additions or improvements can be made. Apparatus must from time to time be added and replaced. The museum in the department of Pharmacognosy should have many additions to make it as complete as desired. The department of practical pharmacy should be supplied with a motor, electric or water, for the grinding of drugs. The microscopes in use are borrowed from other departments of the University and may be recalled at any time. This school should have its own. The fellowships expire this year and if not renewed will hamper the professor in charge through the lack of sufficient assistants. All of this requires more funds than at present available.

While the thorough equipment of its present departments, is first to be considered, courses in Pharmacology and Toxicology, which are properly within the scope of a pharmaceutical education, should be added, to more nearly meet the requirements of a retail pharmacist.

Ultimately each department should be in charge of a professor, the same as in other departments of the University.

The laboratory tables are not as neat as they ought to be; the tops should be replaced occasionally, or better still, be filled with some permanent material, marble or glass; also the storage room ought to be managed in a more business-like basis.

On the whole we find this school doing excellent work and giving as thorough scientific and technical instruction as is possible with present facilities. We would, therefore, strongly urge increased appropriation to the end that this school may reach and hold the front rank in the colleges of Pharmacy in this country.

(Signed) Oscar A. Alter,
Thos. B. Bird.

REPORT OF SUB-COMMITTEE ON COLLEGE OF MECHANICS
AND ENGINEERING.

Your committee on the College of Mechanics and Engineering by reason of lack of technical training in the subjects pertaining to these departments, feel compelled to confine their report to a statement of the impressions they received from their visit.

First. We are strongly impressed with the evident ability, fitness and enthusiasm shown by the instructors whom we met, and the excellence of the instruction given in all the classes visited by us.

Second. We were equally impressed with the apparent industry and earnestness of the students in these departments, and with the excellence of the work that they are doing.

Third. We are also greatly impressed with the incalculable importance of the instruction that is being given in these colleges and especially its close relation to the future development of the material resources of our state. We feel impelled to commend the instruction and the work being done in the various departments of these colleges to the most liberal support and fullest equipment possible. We also feel impelled to unite with our predecessors on the visiting board, in emphasizing the great inconvenience and embarrassment the instruc-

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tors and students in the several departments labor under, from lack of necessary room, and in urging upon your honorable board the very great importance of the erection of a new building for the engineering department. It seems to us that the large increase in the number of students and the growing importance of the training being given in these colleges is so great, as to demand that something be done to remedy this difficulty at the earliest possible date.

Fourth. We were also strongly impressed with the fact, that the apparatus provided for some of the departments, and especially in the science department, is very far short of the requirements of the work being done and that should be done, and that a liberal appropriation should be made as soon as possible to supply this deficiency.

Respectfully submitted,

(Signed) B. F. Dunwiddie,
S. D. Hubbard,
G. C. Markham.

REPORT OF SUB-COMMITTEE ON COLLEGE OF LAW.

To the Board of Visitors,

Honorable Lucien S. Hanks, Chairman.

Your committee beg leave to report that they find the instruction in the Law Department well conducted and generally in a very satisfactory condition. Your committee cannot commend too highly the decision making the law course three years, and we feel confident that if this term is strictly adhered to, it will redound greatly to the credit of the University and will be a lasting and valuable benefit to the students who are graduated. We earnestly recommend that no departure from the full three years course be made in any case without the unanimous recommendation of the Faculty.

The method of instruction seems to be divided into two systems; that which is known as the laboratory or case system having been, as we understand, quite recently introduced in this University; and, while we do not recommend that this system be used to the exclusion of the other method, yet if used in connection with the system of text books, lectures, etc., it will probably result in sending forth the graduate better equipped for general practice.

Our attention has been called to the fact that some criticism has been made with reference to the students using the law library at the Capitol. It is suggested that as the number of students has increased, their use of books, at times, interferes with the work of the Supreme Court and lawyers in attendance who desire to use the books in connection with their arguments before the Court. We appreciate the force of the criticism and we venture to suggest the wisdom of setting aside each year a fund that will be used for the sole purpose of equipping the Law Department with a sufficient library of its own so that the students can carry on their investigations without recourse to the state library. This would be further beneficial in confining the work of the students more to the University grounds, encouraging greater research and saving them the time consumed in going back and forth from the Capitol.

Respectfully submitted,

(Signed) Geo. C. Markham,
A. C. Scott,
D. F. Jones.

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REPORT OF SUB-COMMITTEE ON PHYSICAL CULTURE AND
MILITARY SCIENCE.

To the Board of Visitors of the University of Wisconsin:

The committee delegated to report upon the department of Physical Culture and Military Science are pleased to commend the work being done.

A careful examination of the methods employed by the Director of the Gymnasium and assistants with the results attained in the way of the general development of a large number of students convinces us that this work is being carried forward in a thorough and scientific manner. We commend especially the excellent provision for the physical training of the young women who by reason of their more sedentary lives are fully as much in need of systematic exercise.

The general excellence of our University men at the intercollegiate meeting the past two years attests, we believe, the character of the work done in the gymnasium.

The general revival of physical culture and athletics in our system of education is based upon sound principle and should be wisely encouraged. The state has provided lavishly for general physical training of the young who attend the University, and we believe that the people are in thorough sympathy with the legitimate work done in this line, but there is a general sentiment throughout the state, and one that should be heeded, that too much enthusiasm has been displayed and too much time expended upon the training of a few men for exhibition games of foot-ball, although the excuses for such training and contests are borne by an organization independent of the University. Nevertheless, as long as University students are the contestants the University authorities control and check, where necessary, the natural tendencies of the students to carry such sports to excess. The inter-collegiate contests in general athletic feats and also the aquatic sports, for which we have unrivalled natural facilities, should, we believe, receive encouragement.

But the foot-ball contests, owing to the exciting nature of the game and the attendant gambling which of late has been a marked feature of the inter-collegiate games, have, we believe, a demoralizing influence, and make necessary great caution on the part of constituted authorities lest what should be a healthful sport degenerate into a real source of immorality. We would especially condemn these games played outside of college grounds.

We heartily commend the recent adoption of stringent rules for the purpose of eliminating all professionalism from University athletics.

The military department is highly effective in its work. The public drills and contests given during the year have shown spirit and a degree of discipline scarcely to be expected. As a means of affording general training to a large number of students, this department must receive very favorable criticism.

(Signed) Louis R. Head.

University of Wisconsin.

REPORT OF SUB-COMMITTEE ON BUILDINGS AND GROUNDS.

Your committee on "Buildings and Grounds" submit the following report:

We again call your attention to the last report of this committee, recommending the permanent employment of a competent landscape architect, for the purpose of preparing suitable plans for improving and beautifying the University grounds and drives.

After such plans have been prepared and accepted, all work should be done in strict conformity with them.

The grounds of the University are naturally very beautiful. They afford almost infinite possibilities to the landscape architect. No place could be selected where the work of the landscape gardener could be shown to greater advantage. The people of this state are paying too little attention to intelligent landscape gardening. If the many students and visitors of our University could see the effect of such work on the University grounds, it would awaken in them a desire to carry the work to their homes, and the good results would soon be seen in more beautiful residence grounds throughout the state, and we would not be without hope that the state itself, after beholding the good results of such work, would adopt similar plans for state grounds; and that cities would soon take up the good work in relation to their own parks and public grounds. Even as a means of educating the people the plan should be adopted and carried out by the University. The drives are beautiful now, but every turn in them can be made a beautiful surprise. All can not be accomplished at once. The best results cannot be accomplished at all without plans. Work each year should be along the lines of well considered plans, to the end that the natural beauty of the grounds be preserved in harmony.

Every permanent improvement, every building presents new difficulties, therefore the plans should be prepared and adopted without delay.

Good work has been done the past year in road building. Work, not so markedly good, has been done in trimming trees and shrubbery and planting trees. The criticism we make is that the work is detached; improvements are not always made with reference to each other or to a general plan or result.

We therefore earnestly recommend that some action be taken in this direction.

We find that some of the departments of the University are overcrowded; provision is needed for the Engineering Department; present requirements, we are informed, can be made by additions to buildings now erected and without destroying the symmetry of them.

A. C. Prescott,
E. G. Updike,
Louis R. Head,

Dated May 22, 1897.

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REPORT OF SUB-COMMITTEE ON LADIES' HALL.

Madison, Wis., June 19, 1897.

To the Honorable Board of Visitors:

Your Committee on Ladies' Hall submit the following report:

The action of the Board of Regents in the remodelling of Ladies' Hall in the interim between the spring and fall semesters was a stupendous undertaking and necessarily much was left to be completed during the entire year. In consideration of the unsettled condition of the building, the efficient administration of the Preceptress, the patience of the Matron, the general good spirit that prevailed among the young women, merit commendation.

We find the general condition of the building to be good. The sanitary conditions are excellent, the building well heated and lighted, the ventilation fair. We would suggest that the ventilation of the main hall, which is obtained by the means of the skylight in the grand stairway, be so arranged as to be easily controlled by the proper persons, and that the system in the attic be perfected. We understand that the further ventilation of the kitchen, so much needed, is provided for.

We also recommend that on account of the arrangement of the rooms about the grand stairway and other parts of the building in relation to fire-escapes, red lights be used before all doors of private apartments leading thereto, and also before all fire-escapes.

We also emphasize the need of a bath room on the fourth floor and we suggest that drinking water accommodations should be supplied on each floor in the front part of the building.

We find that, so far, no provision has been made for cold storage, all existing arrangements being totally inadequate for the purpose. If service is to be efficient, it certainly should be adjacent to the kitchen, and we have suggested plans which will remedy this difficulty, prepared by Ferry & Clas, architects, with their letter of explanation, accompanies this report. We further suggest, in the interest of general health and cleanliness the employment of a Janitress, as being necessary for the proper care of the building.

We find the management of the Matron's department very satisfactory. The table is well supplied, service good, the food wholesome and of good variety.

The department of physical culture and music being so accessible to the occupants of the Hall, we think that special efforts should be made by those in charge to influence the young women to avail themselves of their exceptional privileges more generally than at present. Particularly do we feel this in reference to the choral work. This work taking practically only one evening in the week brings results in the cultivation of musical taste wholly incommensurate with the time spent.

The policy of the present management for the encouragement of social life among the students of the Hall, while it may be of advantage to the young women in some particulars, must, in our opinion, be so wisely and judiciously governed that it interferes neither with the health, sleep, nor the formation of studious habits among the young women of the Hall.

The prospective appointment of a Dean of the Women's Department meets with our heartiest approval. As it is desirable to have the

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Dean's influence felt by as many of the young women of the University as possible, we recommend that suitable arrangement be made for her accommodation in the Hall.

Carrie B. Oakes,
Louis R. Head.

REPORT OF SUB-COMMITTEE ON ECONOMICS, POLITICAL
SCIENCE AND HISTORY.

To the Regents of the University of Wisconsin:

From the opportunities it has had for learning of the work that is being done by the School of Economics, Political Science, and History, your Committee is especially impressed with its present value and constantly increasing importance as a department of our State University. It seems to us that this is particularly evidenced by the talent of the Professors,—causing them to be much sought after by other institutions, and by the recognized high standard of scholarship that the school produces,—shown by the positions that its graduates, in many cases, are already occupying in other colleges, and their contributions to published thought along the lines to which they have elected to give special attention. These things are particularly notable in consideration of the recent establishment of the school, in 1892.

The motive for the founding of the department, to afford superior means of study and research in the economic, political, social and historical sciences, and to furnish a liberal and comprehensive equipment for those wishing to enter upon public life, the law, the ministry, business pursuits, or to become teachers of those branches of knowledge falling within the scope of the school, is well understood, and the present duty of your committee would seem to be to take a glance at what has been done, to see if the fruition fulfills expectation, and, if it does, to make a few suggestions for the broadening and development of the department.

It was declared at the outset that the school would especially aim to foster those studies which tend to raise the standard of good citizenship, and your committee feels that this idea has been so well kept in mind and carried out that no tax-payer who was made familiar with its work would begrudge a dollar expended towards its maintenance and betterment. A hint has sometimes been heard, usually from anonymous sources, that the school was teaching a heresy of socialism. This matter is successfully disposed of by noting the growing reputation of the instructional force of the school, well known to all interested in educational affairs, and by the demands for the services of the students who have completed courses in the school. The force of instructors is an admirable one, and the reputation it has won makes it hard to be kept together. Constant calls are received to go elsewhere. During the present year three of the Professors have been tempted to go to other institutions, but we are gratified to note, have been still retained. It is of great importance to retain the strongest men, and the regents seem to appreciate this. The highest honor that can be conferred upon a student is the fellowship, and it is interesting and gratifying to notice the record of the fellows of the School, even at this early day. The first fellow appointed was David Kinley, A. B., who took the degree of Ph. D. in

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1893. After graduation he was appointed instructor in the University of Wisconsin, but resigned before entering upon his duties to take a professorship in the University of Illinois, where he is now Dean of the Faculty of Arts and Science. Mr. J. W. Crook, A. B., was also fellow in economics in 1892-3, and has since completed his course of study in Germany and Columbia University, after graduation receiving the chair of Political Economy in Amherst College. A. H. Sanford, B. L., held a fellowship in history in the same year, and now holds a professorship in the Stevens Point Normal School of this state. The following year Mr. H. H. Swain and Mr. Charles M. Hubbard held fellowships in economics, and Mr. Orin G. Libby in history. Mr. Swain subsequently held the chair of history and political science in Yankton College, Yankton, S. D., and then returned to the University of Wisconsin for further study. At present he is temporarily filling a vacancy in Beloit College. Mr. Hubbard holds the important position of General Secretary of the Associated Charities of Cincinnati, and is a special lecturer on American Charities in the University of Wisconsin. In 1894-5 Mr. Charles J. Bullock, A. B., held a fellowship in economics. Mr. Bullock took the degree of Ph. D. in 1895, and has since then been instructor in political economy in Cornell University. Mr. Orin G. Libby, M. L., was reappointed fellow for this year, at the close of which he received the degree of Ph. D., and was made instructor in this University. Mrs. Helen Page Bates held a fellowship in economics in 1895-6, took the degree of Ph. D., in June, 1896, and was appointed professor of political economy in Rockford College. Mr. George H. Alden held a fellowship in history in the same year, taking the degree of Ph. D., in June, 1896, and is now instructor in history in the University of Illinois. If space permitted other students might be mentioned who already hold honorable and responsible positions, making a return in useful services to the country for what they have received from the University of Wisconsin.

One of the urgent needs of the School seems to be for additional fellowships. There are four main departments, economics, political science, history and sociology, and your committee would recommend a fellowship for each. The fellowships are designed to encourage advanced research and post-graduate work. Nearly all graduate study thus far in the University has been done by those in this school. Out of ten fellowships, only two have gone to candidates from our School. It seems not unreasonable to ask that four fellowships should be set aside for this school, to be awarded by the Faculty of the School. These fellowships are needed to draw and keep the strongest students, who frequently are lured away by other institutions that have more to offer along these lines.

One of the most pressing needs of the School is increased appropriations for books. Advanced work cannot be carried forward without the best library facilities. The appropriations for books have been very small for several years, and promises or prospects of better library facilities elsewhere are held out as inducements to students by those who are attempting to draw them away. It is possible that if adequate appropriations are made for the library and other needs of this School, nothing will be left for buildings at the present time, but it seems to your committee as though under these circumstances, the buildings might wait. We can get along with what we have, and better equipments, rather than new buildings seems to be what is needed now. When the need for additional buildings becomes

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urgent, it will be possible to go to the Legislature with an application for a special appropriation for building purposes.

Increased facilities should be given for the publication of students' work that is worthy as an encouragement to those who do advanced work.

The Engineering Magazine, the Aegis, and the Bulletins for editors issued the past year but discontinued this year on account of lack of funds; have been publications of merit, and a valuable channel for giving the public in general a knowledge of the really good work being done in the University, a sort of corrective to the totally erroneous but widely prevalent impression that athletics and social fraternities absorb so large a share of the attention of the students.

Attention may also be called to a few special needs. The director of the school at the present time has no office, and on this account his work is conducted at a certain disadvantage. It seems improper and rather undignified that the director should have no office in which to receive those who may want to see him, and we recommend that provision be made for an office room for him. The correspondence of the Director of the School is increasingly heavy, and requires the services of a stenographer, whose services have heretofore been recompensed by the director himself. It seems as though some reasonable allowance ought to be made by the regents for this purpose.

In conclusion, attention should be called to the fact that those departments embraced in the School of Economics, Political Science, and History, have been strongly developed. The regents have acted wisely in selecting the class of studies for which the School stands, for special development, and this is a policy which should be continued. As the University of Wisconsin is a state university, supported almost entirely by public funds, it would seem altogether appropriate to give particular attention to that class of studies which in special degree makes good citizenship. Again, it is now generally recognized among American educational authorities that our various universities must specialize along different lines. It is impossible for any American University with its existing funds to attain complete development in all departments. It is therefore held to be desirable that each university should attempt to attain superior excellence and achieve prominence along one or two lines, doing of course good work along the other lines, but not cultivating them to the same high degree. This was the policy endorsed by the presidents of the state universities at their meeting in Madison last winter. The growing recognition of the University of Wisconsin as an educational center, in the opinion of your committee, is made largely from this School, and we think that the authorities should be encouraged to continue to build up this School with the determination that it shall not be surpassed by that of any institution in the studies that it includes.

(Signed) Thos. B. Reid,
Chairman.

Report of the Board of Visitors, 1897-1898.

REPORT OF THE BOARD OF VISITORS, 1897-8.

To the Board of Regents, University of Wisconsin:

The Board of Visitors for the year 1897-1898 respectfully report:

The Board was organized for service by the appointment of committees as follows:

The College of Letters and Science. Graduate Courses:

Hon. Lucien S. Hanks, Madison, Chairman.

Dr. Oscar A. Alter, Manitowoc.

Hon. L. B. Caswell, Ft. Atkinson.

The College of Letters and Science, Undergraduate Courses.

Prof. Sanford A. Hooper, Milwaukee, Chairman.

Hon. George End, Sheboygan.

Howard Morris, Esq., Milwaukee.

The College of Letters and Science, Under the Group System:

Mrs. Carrie Baker Oakes, New Richmond, Chairman.

Prof. J. E. NeCollins, Baraboo.

Mr. Frank E. Noyes, Marinette.

The College of Law:

Hon. L. B. Caswell, Ft. Atkinson, Chairman.

Howard Morris, Esq., Milwaukee.

Hon. Lucien S. Hanks, Madison.

The College of Agriculture:

Mr. C. M. Hilliard, Durand, Chairman.

Prof. Sanford A. Hooper, Milwaukee.

Hon. George End, Sheboygan.

The College of Pharmacy:

Dr. Oscar A. Alter, Manitowoc, Chairman.

Mr. Frank E. Noyes, Marinette.

Prof. J. E. NeCollins, Baraboo.

Allied Departments, School of Music, University Extension, Instruction by Correspondence, The Summer School:

Hon. Frank G. Brown, Madison, Chairman.

Charles E. Vroman, Esq., Green Bay.

Hon. Howard Greene, Milwaukee.

The University Libraries:

Howard Morris, Esq., Milwaukee, Chairman.

Hon. L. B. Caswell, Ft. Atkinson.

Mrs. Carrie Baker Oakes, New Richmond.

The University Laboratories and Apparatus:

Charles E. Vroman, Esq., Green Bay, Chairman.

Hon. Lucien S. Hanks, Madison.

Dr. Oscar A. Alter, Manitowoc.

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The University Museums:

Mr. Frank E. Noyes, Marinette, Chairman:

Hon. Frank G. Brown, Madison.

Charles E. Vroman, Esq., Green Bay.

The University Buildings and Grounds:

Hon. George End, Sheboygan, Chairman.

Hon. Howard Greene, Milwaukee.

Mr. C. M. Hilliard, Durand.

The Physical Training of the Students:

Prof. J. E. NeCollins, Baraboo, Chairman.

Hon. Frank G. Brown, Madison.

John M. Whitehead, Esq., Janesville.

The Student Life of the University:

John M. Whitehead, Esq., Janesville, Chairman.

Mrs. Carrie Baker Oakes, New Richmond.

Prof. Sanford A. Hooper, Milwaukee.

The Business Management of the University:

Hon. Howard Greene, Milwaukee, Chairman.

C. M. Hilliard, Durand.

John M. Whitehead, Esq., Janesville.

The Committees were referred to the last Annual Catalogue of the University for the courses of study pursued and for the general scheme of organization of the departments to which they respectively were to give their attention.

Sickness and absence from the state have rendered it impossible for some of the Visitors to attend to the committee work assigned to them.

Such reports to the Board as have been made by the Committees are hereto appended.

We should have been pleased to have become more familiar with the details of the work of this University, but this is a large and a very busy community gathered about this campus and its interests are complex.

The state has made here a great investment of money in buildings and property and to provide compensation for competent instructors of its young citizens, and its young citizens themselves and their leaders represent here in the aggregate an immense concentration of vital force.

The expectation of the Board was that earnestness and fidelity would be manifest everywhere on the part of those who are thus brought to this University as pupils and as instructors and officers charged with the care of this educational center of the state, and with the responsibility to promote in a permanent way through this institution the good citizenship of the state; and we were not disappointed

Report of the Board of Visitors, 1897-1898.

in our expectation. As citizens ourselves we have had more or less acquaintance with the University for many years, and we ourselves are witnesses to its past development and are filled with high hopes for its future growth. As citizens we feel indebted to the Board of Regents for the privilege of coming here by special invitation to become more familiar with the life and work of our State University, and if fewer recommendations are contained in our report than might have been looked for, from a body bearing the name which you have applied to us, we make excuse for ourselves by saying that we have found here a plan of work in operation engaging fully the time and thought of wise and experienced men which in its breadth and comprehensiveness has impressed us with the feeling that it must depend more and more for its continual and effective operation upon a management wholly occupied with its details and reliant upon a wisdom born of the experience to be gained only by many years of participation in its activities and responsibilities.

(Signed) John M. Whitehead,
L. B. Caswell,
George End,
Howard Greene,
J. E. NeCollins,
Lucien S. Hanks.

REPORT OF SUB-COMMITTEE ON COLLEGE OF LETTERS AND
SCIENCE GRADUATE COURSES.

To the Honorable the Board of Regents:

The Committee of the Board of Visitors to whom was referred the matter of Graduate Courses, respectfully report:

The impression received after general survey of this College, and repeated interviews with the heads of this department, was the pleasing one that the acknowledged ability, with which it is conducted, is reinforced, with that hearty, zealous enthusiasm, which creates an uncommon aptitude for what the Directors believe to be their life work.

The recognition and appreciation of these facts are reflected in its stead growth, the percentage of increase apparently exceeding that of the University as a whole.

The graduate course, in which the student, about departing from his Alma Mater, receives that mental treatment which serves to polish and cement in his memory, the best fruits of the student life, while at the same time, deepening and broadening mental acquirement, is so clearly in evidence that we cannot emphasize too much the importance of graduate work.

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It is furthermore clear and self-evident, that the faithful and efficient conduct of this department not only requires the employment of instructional force of the highest order, but demands the constant exercise of the highest powers of mind, of the professors in charge.

Graduate instruction attracts students from a wide area from other states, and secures to the youth of Wisconsin, the powerful advantages of association with intelligent young men and women from many sections.

Nothing connected with University life, is more broadening and liberalizing than such association or environment, the student absorbs it in the class room and breathes it, in social life.

SUMMER QUARTER.

But these benefits can be enlarged, and still further extended if the Honorable Board of Regents should conclude to follow the example of the Chicago University, and establish a Summer Quarter in which special attention should be paid to graduate work; such action would prove of undoubted advantage to our graduates who seek to become teachers, and require specific preparation.

It is believed that the Summer Quarter would also attract to our University a considerable number of teachers from the West and the Southwest seeking special instruction.

SCHOLARSHIPS.

We commend the action of the graduate department, who with considerate thoughtfulness, first obtained the approval of the whole Faculty, and then made application to your Honorable body (some three years ago), for as many \$200.00 graduate Scholarships as there were Fellowships; this action is heartily endorsed, in the belief that a wise bestowal of Scholarships, should be accorded to talented young men and women who could not otherwise pursue the higher studies.

SPECIAL LECTURE FUND.

A fund for the employment of special lecturers if judiciously administered would surely prove very inspiring and beneficial to the student body, bringing the student in contact with distinguished scholars in various lines. This appears more important for our University than for an institution in a great city where the student has frequent opportunity of coming in contact with scholars from all parts of the world. Nearly all the lectures delivered here have been paid for out of private funds.

In evidence of the discernment shown in selection of lecturers we may mention the course delivered by Dr. Amos G. Warner, which now appears in book form as "Warner's American Charities," and said to be the best work in the English language on the subject; so also the course delivered by Dr. F. H. Wines, now published under title "Punishment and Reformation," and considered a standard authority on criminology; and again, Professor Trent's lectures on "Southern Statesmen of the Old Regime" was undoubtedly one of the most stimulating courses ever enjoyed by our students, not forgetting the recent lecture of Professor Knight of St. Andrew's University, together presenting a list of eminent scholars; such judicious selection indicating how wisely a contingent lecture fund would be used

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and we strongly recommend that the Board of Regents make such liberal appropriation therefor as may be warranted.

VENTILATION OF SCIENCE HALL.

While your committee finds so much to commend, and observe everywhere, how prudently and wisely the Board of Regents appear to disburse the bounty of the State, we cannot overlook the injustice done to the students and the Faculty, whose duties call them to the proudest and most imposing building on the campus, known as Science Hall, which for lack of ventilation forces them to daily inhale a poisoned atmosphere to the serious detriment of their health and mental vigor.

It transpires that provision for proper ventilation was made at the time the building was constructed but remains uncompleted; we therefore recommend immediate action be taken looking to thorough ventilation.

Respectfully submitted,
(Signed) Lucien S. Hanks,
L. B. Caswell,
Oscar A. Alter.

Dated, Madison, Wis., May 10, A. D. 1898.

REPORT OF SUB-COMMITTEE ON COLLEGE OF LETTERS AND SCIENCE, UNDERGRADUATE DEPARTMENT.

The Committee spent but one day in visiting the classes in the Undergraduate Courses of the College of Letters and Science, and consequently were obliged to make a hasty and partial survey of the work done in the different schools which comprise this College. The College of Letters and Science is as it always has been the nucleus of the University. The schools of this college are well equipped in everything necessary for good work, men trained to serve in their chosen profession, the best of apparatus and appliances, and commodious recitation rooms, libraries and laboratories. We confined our class room visits to recitations in History and English, deeming it best to devote brief time at our disposal to these subjects, and were agreeably surprised to find that the professors and instructors generally were well content with their equipment, surroundings and the time allowed to their respective subjects.

Dean Birge is to be congratulated upon the happy manner in which he succeeded in wedding letters and science, making each mutually helpful to the other.

We are grateful to know that the two departments of work that in the past have been subjects of such solicitude, on the part of many, English and Ancient Classic, have been greatly strengthened during the past two years and plans have been adopted looking to their efficiency. We find but twelve candidates for graduation this year from the Ancient Classical Course, but there are thirty-two Freshmen pursuing that time honored course. We feel that an institution that does not offer the best advantages and inducements for the study of

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Greek and Latin can not hope to rank among the best universities. We trust that the honorable Board of Regents will continue to be liberal towards this important department.

We would also in this connection mention with hearty commendation the new departure in regard to the study of English. More than ninety per cent. of the students seeking admission to the University are from accredited high schools and academies. Finding that many of these students from these schools were poorly prepared in English provision has been made to give all students admitted an examination in English and those who fail to pass this examination will be required to study that branch for one year in classes to be taught by the teachers of that subject in the University, so that hereafter no student will be graduated from the University who can not write an ordinary letter with at least ordinary accuracy.

Very respectfully submitted,

(Signed) S. A. Hooper,
Geo. End.

REPORT OF SUB-COMMITTEE ON COLLEGE OF LETTERS AND
SCIENCE, GROUP SYSTEM.

Your Committee on College of Letters and Science under the Group System respectfully submits the following report:

We find that the College of Letters and Science during the past year has grown proportionally in point of numbers with previous years in its history.

The various groups comprised in this College appear to be well rounded and evenly developed, no one group taking great precedence of the others.

We regard it as one of the most hopeful signs of progress that there is a constant demand for additional room and increased facilities in the way of general equipments.

The addition to University Hall, now in process of erection, will supply commodious quarters for some of the departments and will materially diminish the difficulties and inconveniences now experienced from insufficient room.

We enthusiastically commend the graduate work done in the various departments recognizing that it is this work that truly entitles us to our rank as a University.

The thesis work required of those desiring first or second degrees stimulating as it necessarily does independent investigation and original thought, together with grace and facility of expression we consider one of the most potent factors in the development of the true student mind.

The recent reorganization of the Department of English in the interest of the development of correct and elegant expression fully meets with our approval.

We recommend the reorganization of the Department of Hebrew and Hellenistic Greek under the Classic Group into the Department of Semitic Languages, History and Hellenistic Greek; that the Semetic Languages, Assyrian and Arabic, Egyptian and Syriac be added to broaden the scope of this Department and place it upon an equal

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basis with similar Departments in other universities, and thus render the department secular as well as biblical.

The high grade of work done in this department is very gratifying and we feel assured that the changes recommended would enlarge the field of this department and increase its effectiveness as a moral and intellectual force in the university and throughout the state.

(Signed) Carrie B. Oakes, Chairman.
Frank E. Noyes.

REPORT OF SUB-COMMITTEE ON COLLEGE OF LAW.

To Hon. John M. Whitehead, Chairman of the Committee of Visitors to the University:

The undersigned, a sub-committee on the College of Law, respectfully submit the following suggestions as their report:

They find the department in excellent condition, with 182 students but with only 27 in the senior, or third year. This we apprehend is chiefly due to the fact that only two years' study is required under the present law, to secure admission to the bar.

With a view to obtain a higher standard, for the profession, we suggest such changes in the statute as will bring those reading law, outside of the University, to the same level, in length of time and application before admission, and in all cases require a three years' study.

We recommend also in the interest of a uniform system of educating the law student, and in securing admission to the bar, that the statute be so amended as to constitute the Dean of the College of Law, ex officio, a member of the Board of Examiners.

To accomplish these changes, the committee have prepared, and herewith submit, as part of their report, and as expressing more accurately their views, an amendment to the statutes of the State.

Respectfully submitted,
(Signed) L. B. Caswell,
L. S. Hanks,
Howard Morris.

Dated May 19, 1898.

DRAFT OF AMENDMENT TO SUBDIVISION 6, SECTION 2586, R. S.
1878.

The Supreme Court shall, on or before the second Tuesday of August in each year, appoint four competent attorneys, residents of the State, who, together with the Dean, for the time being, of the College of Law of the University of Wisconsin, shall constitute a Board of Examiners for the examination of applicants for admission to the bar. Three members of such Board shall constitute a quorum for the transaction of business.

Such Board shall meet at the Capitol once or more in each year, and at such times and also at such other times and places within the State, as the Supreme Court shall direct, for the purpose of examin-

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ing all applicants for admission to the bar, and upon such examination being had, the said Board shall issue to such applicants as they find possessed of sufficient learning in the law and ability and otherwise qualified, a certificate of qualification for admission to the bar. The residence and age of the applicants shall be made to appear to said Board by affidavit, and satisfactory evidence shall also be produced, to said Board by such applicant, of good moral character, and of having pursued the study of law at least three (3) years prior to such examination; provided, however, that no person shall be granted a certificate of qualification who shall not have had a high school education as the same is prescribed by the laws of the State of Wisconsin, or the equivalent thereof; and, provided further, that from and after the expiration of three years from the taking effect of this law, no person shall be granted a certificate who shall not have filed in the office of the Clerk of the Supreme Court, his or her verified declaration, attested by two (2) witnesses, of his or her intention in good faith to enter upon the study of the law, at least three (3) years previous to the date of application for such certificate.

REPORT OF SUB-COMMITTEE ON AGRICULTURAL COLLEGE.

To the Board of Visitors to the University of the State of Wisconsin:

Gentlemen and Ladies: Your Committee on Agricultural College beg leave to report to you and submit: That its Chairman called the Committee to meet at the Park Hotel at Madison Jan. 25th, A. D. 1898, at 8½ o'clock A. M. and from there proceeded to the discharge of duty, and that the Committee met on January 25, and 26, and in company with Mr. R. A. Moore of the Agricultural Experiment Station we visited Hiram Smith Hall and inspected the work carried on there in the forenoon; and also the Horticultural and Physics building, and heard the lectures and recitations, and saw and learned of the work being done there, both in class and lecture room, and the study and investigations in library and laboratory work.

The Committee also on those days visited the stock barns on the experimental farm, and noted the different kinds or breeds of stock, viz.: The sheep and swine and horses owned and kept by the state; and also the style and character of the buildings in which the same were kept.

The Committee visited and were shown over the new model and modern barn, built by the state, on its farm late in the season of A. D. 1897. It is not yet completed and ready for occupation. Prof. Henry informed us what its appointments would be when fully completed. Your Committee does not believe that either the size of this structure or the expense of its construction will be open to criticism in view of the uses it will be put to on completion. We must all bear in mind the state is conducting experiments of great interest and benefit to all of its people, and it must have means and facilities commensurate with the purview of its great work.

On January 27th, from 8 A. M. until 10 A. M., the Chairman of your Committee alone visited and listened to two lectures given by Prof. Henry in the lower lecture room in Agricultural Hall to the students of the first and second year short course in Agriculture on the subjects of "Feeds and Feeding Live Stock," and inspected the work car-

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ried on in the different departments of laboratory and scientific investigations.

Your Committee is unable to state, or describe the details of the work and other objects that came to its notice. At best, the attempt to do so, must necessarily be brief, and therefore imperfect and possibly misleading. The details can be better understood and studied in the published departmental reports and bulletins. As to the general character and leading features of the work carried on by the Agricultural College the Committee can add its honest endorsement. By this it means no flattery, and does not believe the acme of perfection has been reached, but only such a reasonable degree of practical efficiency as might be expected in view of all the circumstances that bear upon its work and constitute its environment. This college is in and of itself now a great institution, yet rapidly growing in the number of its students and in the strength and character of its work, and in general favor with the people of this state.

It now embraces many prominent industries, such as dairying, butter and cheese making, fruit and flower growing, preservation of fruit for market and family uses; and of feed for live stock, architecture, construction of farm houses and barns, roads and bridges, repair of farm implements, care and feeding of stock, breeds and kinds of animals, their diseases and treatment thereof, and all kindred subjects.

Our attention was arrested, and forcibly directed to the scientific investigation so vigorously pushed in the various laboratories and other departments of this College. The end and aim of all the effort directed by the instructors and specialists at work seemed to be to make it all practical, or put it in the practice of everyday affairs of life. It is not many years since the belief prevailed among all classes of people that sciences had no relation to the farmer or subjects of his hands, that they were strangers to each other, and scientific investigation had only to do with the learned professions. This is not so any longer. The domain of the farmer, the stock raiser, the fruit grower, the gardener, the seed grower, the dairyman and caesemaker, and all kindred occupations furnishes today the richest field for scientific labor and research; and this College it appears to us, is doing all it can within the limit of its present possibilities to render practical aid and assistance to these classes of people, and their occupations. The mind of the casual visitor cannot grasp and comprehend the work of this College in detail, much less can it forecast its possibilities and its destiny.

Your committee gave close attention to the personnel of the students as they appeared in the class room, and recited their lessons. We might advert to things that could be criticised, but not with profit. When we stop to consider that there is no preliminary examination required for admission, into the classes of the Agricultural College, and as a matter of fact most of the young men, at farthest, have attended the common district schools of our state, and that in the winter months only, we think a word of encouragement of more value than adverse or unnecessary criticism. It appeared to us that they had temporarily laid aside their work to avail themselves of the opportunities the state has placed within their reach, and that they will return better equipped for the work of life, and further justify the efforts the state is making in their behalf, as well as in behalf of those who come after them.

Your committee would freely criticise if it seemed necessary or profitable. We believe the work and classes of work carried on by this

University of Wisconsin.

College department is still in its infancy. Both here and elsewhere Agricultural Colleges have grown up within the present generation. They have fought their way into the favor of the people. The work they have accomplished has been by experiments, comparison and trial; and we are satisfied that all individual effort to increase the attendance at this college is labor well exerted.

The attention of your Committee was attracted to the good behavior of the classes during recitations, to their orderly deportment in the buildings, to the cleanliness in work at the Dairy building, its good condition, as well as that of the Horticultural and Physics building.

Owing to the depth of snow and the rigorous weather we could not, at this visit inspect the farms.

We believe that the live stock department should be extended, and increased in numbers to furnish practical labor for the students in caring for them, and especially as to cows and horses. The extent of such increase must be left to the Regents and the officers in charge of the department.

Dated May 10, 1898.

(Signed) C. M. Hilliard,
Chm.,
S. A. Hooper,
Geo. End.

REPORT OF SUB-COMMITTEE ON SCHOOL OF PHARMACY.

Your Committee on School of Pharmacy submit the following report:

Former visiting committees have called attention to the lack of necessary equipment in this department. We can but endorse their recommendations.

While the number of students is not as large as that in other departments of the University, the importance of this branch to the health and welfare of the people of the state should not be lost sight of. It should be well supplied and not handicapped in its necessary apparatus.

Some suggestions have been made along the line of curtailment in this school. Your Committee are not in sympathy with such suggestions. We do not believe the cost of maintenance is too high compared to the benefits to be derived from fostering so important a branch of education, but we believe the results to come will be ample recompense for these expenditures. The school has established a reputation second to none. Its graduates are sought for in important positions. The school is doing its advertising now and the attendance must increase as the efficiency of the instruction become better known. But a few years back the College of Agriculture had less graduates than the School of Pharmacy now has, but the present condition of that school and the number of students instructed therein is an endorsement of the wisdom of maintaining its standard and making the appropriations for it liberal. We believe the same wise policy should be maintained regarding the school of Pharmacy. The consensus of medical opinion, so far as we have been able to ascertain from inquiry, is in favor of maintaining the high standard and efficiency of this school and of increasing rather than curtailing its efficiency.

We are favorably impressed with the technical and practical character of the instruction, the instructors taking a very active interest,

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which naturally creates a corresponding interest on the part of the student. There is, however, a lack in the number of assistants, not giving the instructors sufficient time for individual work, which is so beneficial.

The general appearance of the lecture rooms and laboratories leaves much to be desired. The building is one of the old ones and probably has never been thoroughly renovated. The walls and floors are old and look bad. The laboratory tables are not neat. To the average employer neatness and cleanliness are considered important, next only to that of ability. These habits cannot be formed by a young person if the surroundings are not such as to have his attention constantly directed to them. The janitor service also seems insufficient.

In visiting the other buildings we find their furniture, fittings and appearance new and modern, but that of this school is just the opposite.

We would recommend that as soon as possible the proper renovation and refitting of this building be taken into consideration.

That student janitors be employed in the several laboratories, to keep the tables and apparatus in presentable condition.

We would further recommend that at least one of the University fellowships be assigned to the School of Pharmacy.

(Signed) Oscar A. Alter,
Frank E. Noyes,
J. E. NeCollins.

REPORT OF SUB-COMMITTEE ON ALLIED DEPARTMENTS.

Your Committee on Allied Departments would submit the following report:

First, on Musical Department.

The quarters of this department, with the exception of the Musical Lecture room, which is ample and pleasant, are in general cramped and in too close proximity to the living rooms of Ladies' Hall. The partitions being thin, it is impossible to prevent great confusion of sound which must be annoying both to the students of music and the other regular occupants of Ladies' Hall. In many of the practice rooms the ventilation and lighting is very poor, and your committee would suggest that better accommodations can be given to this department in the present Library Hall when the new Library Building is completed. In general we found the equipment of the pianos to be very good, excepting two old instruments, which are almost worthless, and would recommend that new pianos be purchased and that the old ones be used for concerted work, there being absolutely no way of bringing two pianos together without incurring great inconvenience and expense of moving an instrument from one part of the building to another.

We would also respectfully recommend the purchase of a Virgil practice Clavier. This is a mechanical instrument, without tone, for the purpose of acquiring a perfect "legato." Most schools of music have several of these instruments and find them very useful. We found that this department is a growing one, and that the students are very much interested in it.

Second, we find that the Summer School, properly speaking, is not a department of the University, the Regents having little or no control over it. The state having heretofore made an appropriation of \$1,000.00 direct to the Superintendent of Public Instruction and the

University of Wisconsin.

President of the University to be expended by them in the interests of this school. The expenditure of the money nor the work to be done receiving little direction from the Regents, they merely loaning the name and University plant to the school, and such members of the Faculty as choose to do so, volunteering to take charge of the different departments. Up to the present time the success of the school, as far as attendance is counted, has not been very great,—about 150 pupils attending. This year the appropriation has been increased to \$3,000, thus enabling those in charge to considerably expand the work by providing a number of special lecturers, men of national reputation, and also a more extended advertisement of the school, and it is hoped that the attendance will be much larger this year. There undoubtedly is a call for this school from the teachers of the graded schools, and we would suggest that some steps be taken to make the present appropriation of \$3,000 a permanent one, or if possible, to have it increased; also that closer connection be had between the school and the University proper, possibly adopting the same plan as that successfully carried out by the Chicago University, where the summer quarter has the largest attendance of any during the year.

Third, your Committee submit the following detailed statement, showing the work in the University Extension Department since the time of its organization:

University year.	Charge for course of	Number of lecturers offering courses.	Number of different courses offered.	Number of courses actually delivered.	Number of lecturers actually lecturing.	Number of towns having courses.
1890-1.....	\$80	1	1	2	1	2
1891-2.....	60	10	10	47	8	34
1892-3.....	90	21	29	43	14	25
1893-4.....	90	23	39	41	9	30
1894-5.....	90	22	34	40	11	31
1895-6.....	{ 70 100	{ 9 29 20	{ 15 52 37	{ 13 59 46	{ 7 19 12	{ 12 45 39
1896-7.....	{ 70 100	{ 7 30 23	{ 11 48 37	16	9	
1897-8.....	100	12	23	16	9	16

From the above exhibit it appears that almost immediately after its organization, University extension lectures became popular throughout the State, and that they attained their greatest popularity in the years 1895-96; that since that time they have been much less in demand. The causes for falling off of popularity have been several. The idea of marshalling the forces of culture against the less educated people through the medium of University Extension, college settlements, working men's clubs, and the like, had just commenced to receive attention about the time this work was commenced at the University. At that time the newspapers gave the University Extension Department liberal notices, and other periodicals were giving considerable space to similar movements, both in this country and abroad. After a few years' trial the people of this State have found themselves

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surfeited with lectures, and the novelty of that class of entertainment no longer exists. Many of the University professors discovered that the fatigue of lecturing, often combined with long and tiresome journeys, so exhausted their strength as to unfit them for duties at home, and so felt compelled to decline to accept positions on the staff of University Extension lecturers. Their places were filled—if filled at all—with younger men who, though quite as well equipped, lacked the personal reputation and acquaintance of the older professors, and hence their services were at times refused. A further fact indicative of diminishing interest on the part of the public, is that the number of students who take the examinations after having heard a course of University Extension lectures, has become smaller each year. It has been urged that University Extension lectures advertise the University largely. This is certainly true of a course of successful lectures, but it is also a fact that such audiences are captious rather than critical, and it has repeatedly happened that a lecturer who was popular and successful in many places, was unsuccessful in others. The reputation that the University gains from a lecturer who fails to please his audience is of very doubtful value as a popular advertisement.

In our opinion, the University Extension lectures will never become popular enough to warrant the expenditure of time and money, unless the demand comes from people endeavoring to do serious intellectual work, rather than from popular audiences. The officers in charge of the University Extension department are now striving to establish relations with travel, literature or science clubs and with the higher class of working people in the cities, hoping therein to find appreciative and critical audiences. Unless their efforts in this direction show improved results, we believe that the University Extension Department should be discontinued.

Fourth, instruction by correspondence. Your Committee find that the work of instruction by correspondence is laid out by the professor in charge of the department, and the work of reading examination papers, answering questions, and the like, is generally done by fellows or advanced students in that department, who are compensated for their time and work by the fees derived from the correspondence students. There are very few who avail themselves of the privilege of instruction in this manner, and the work is done at practically no cost to the University. We believe this method of instruction is open to two objections: (1st) that it involves a large amount of labor which cannot be done by the professors, and so falls into the hands of advanced students as stated above, who, while they may be conscientious and competent in certain directions, have not the experience and are not as capable of advising as would be one of the regular faculty, the benefit of whose advice the correspondence student expects to receive; (2nd) that students taking this course generally purpose thereby to reduce the time of college residence. The instructor in charge of the work has no guarantee that in answering questions the student has not used text books or reference books, and from the nature of the student's replies forms his judgment as to whether the student should receive credit as for University work performed during college residence. While we believe that professors are willing at all times to extend reasonable aid to students studying in absentia, and for moderate fees are willing to conduct correspondence, we believe that no credit should be given for University work except on examinations made either at the University or under direction of universities of corresponding rank.

Howard Greene.
(Signed) Frank G. Brown,

University of Wisconsin.

REPORT OF SUB-COMMITTEE ON UNIVERSITY MUSEUMS.

To the Board of Visitors, University of Wisconsin:

Your Sub-Committee on Museums and Apparatus beg leave to report as follows:

The last report on this subject was submitted in the spring of 1895—three years ago. Since that time there has been a gradual growth in the institution, the attendance having increased from 1,500 to 1,767, as shown by the catalogue recently issued. This is an increase of nearly 18 per cent.; and while additions have in the meantime been made to the museums and equipments, they have scarcely kept pace with the increase in the number of students, and with the increased demands occasioned thereby, and by the higher standards of work that have grown up in some of the departments.

In their efforts to raise the standard of their various departments, to keep abreast of the latest discoveries and inventions in the scientific world, and to impart the very best instruction possible, the professors find themselves constantly hampered by lack of necessary apparatus. While nominally taking rank with such universities as Michigan and Cornell, the equipments of Wisconsin are much inferior. Three years ago they were but one-third those of the former in value and but one-seventh of the value of the Cornell equipments, in the department of physics; and while an average expenditure of \$1,500 per year has been made in this department, the same department in those universities has received larger accessions. Experience has shown that the study of text books leaves but the vaguest impression of scientific truth on the mind of the student. If we would impress these truths so that they may be lasting, practical demonstrations must be made. Without the constant additions of new apparatus, this cannot be done.

What impressed your committee more strongly than anything else while making its visitations, was the constant cry for more money with which to equip their several departments, made by the heads of nearly every department. We found the professors uniformly enthusiastic and anxious to do the best possible work, and nearly every one seemed to be impressed with the idea that his particular department was in greater need than that of his neighbor. Some of the professors we found very ingenious in the adaptation of temporary expedients to illustrate the work which adequate apparatus should be expected to do. How crying is the need for more money is well illustrated by the work of the professor of physics where a temporary tent of cheap black cloth had to be used to make a room in which to demonstrate the X-rays, because there was no fund available to meet the small expense of partitioning off an unused room. The rapid developments in the field of physics and the increasing number of students makes the needs of this department more pressing every year.

Your committee found the various museums and the apparatus of the different departments uniformly well cared for, with an evident purpose on the part of those in charge to make as much of their limited facilities as it was possible to do. What materials and apparatus are on hand are in the main good, there being comparatively little that is antiquated and obsolete, but larger expenditures are necessary in all scientific departments, if the University would be kept up to the highest standard.

One thing that was brought quite forcibly to the attention of your committee was the statement of one of the professors regarding the damage done to some wax models. During the hot weather they some-

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times become so soft as to lose their form, and sometimes the temperature of the museum room falls so low that they crack. More attention should be paid to preserving a more uniform temperature.

Your committee will not enter upon an inventory of the apparatus and its value in the different departments, nor attempt to record the different wants of each department, as these will doubtless be presented more intelligently to the Board of Regents and in greater detail by the heads of the different departments. We would, however, urge for scientific instruction as liberal appropriations as the finances of the University make it possible to grant.

We scarcely know whether the matter would come within the province of the committee, but we wish to make a recommendation that concerns not one but many departments of the University. When the present Science Hall was built there was provision made for ventilation, but no ventilating plant was put in and there is now no ventilation save that obtained by open windows. In a crowded recitation room this is entirely inadequate and the health of instructors and students alike suffers from it. In those rooms in which the windows are darkened during experiments, no ventilation whatever is possible and the depression resulting from foul air is really alarming. Delicate students have been known to faint from this cause and the strongest have had their strength severely taxed.

We are informed that estimates have been made of what would be required to furnish thorough ventilation throughout the building and that the cost would not much exceed \$4,000.

We are of the opinion that this work should be done before the beginning of another school year and that the same amount of money cannot be spent to as good advantage in any other direction.

Respectfully submitted,

(Signed) Frank E. Noyes,
Frank G. Brown.

REPORT OF THE SUB-COMMITTEE ON GROUNDS AND BUILDINGS.

Through the various members of your committee visits have been made to every building of the University, and we were pleased to observe the excellent supervision given throughout in the matter of repair and care of the buildings.

One of the most serious difficulties at the present time is lack of seating capacity in the lecture halls and recitation rooms. The overcrowding of University Hall will soon be relieved by the completion of the north and south wings. In Science Hall and the Qualitative Laboratory and Main Lecture rooms of the Chemical building the overcrowding is so great as to seriously interfere with work. In the Dairy building more room will soon be required, to accommodate the increasing number of students in the Short Course in Agriculture. We recommend that at as early a date as possible a new building be erected for the use of students in the Engineering Courses to relieve the crowded condition of Science Hall and that additions be built to the Chemical Building and Dairy Building.

It is to be hoped that the new Library building will be completed at an early date and the University Library removed from its present cramped quarters to more commodious rooms in a fire proof building.

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The present library rooms are so crowded at times that students can not obtain sufficient desk room for work. The lighting is only fair and the ventilation is very poor. The library being the general laboratory of the University should be so arranged that the best sanitary conditions possible should obtain.

(Signed) George End,
Chairman.
C. M. Hilliard,
Howard Greene.

REPORT OF SUB-COMMITTEE ON PHYSICAL CULTURE.

To the Board of Visitors, University of Wisconsin:

Your Committee on Physical Culture beg leave to report as follows:

We desire to express our satisfaction with the work done in this department. It is justly treated by your Board as a Department of the University work and we have studied it with that idea in mind.

The Military Department gives evidence of earnest and effective work. There is the usual military drill which supplements the gymnastic work, and for many of the students duplicates the physical instruction and benefits received. We regard this as the utmost importance in the department of physical culture and we take pride in the fine appearance and military bearing of the young men who are enlisted in the University Battalion. No one could have seen the manoeuvres and marching of this Battalion on the 7th of June without a feeling of pride both in the young men themselves, because of their appearance and in the character, enthusiasm and patriotism which were recently manifested with relation to the President's call for volunteers. These young men were ready to go in a body and but for the wise words of the President of the University would likely have done so. We are glad that they did not go. We feel that they were justified in pursuing their studies here, but we nevertheless congratulate the University on the presence and the earnestness that proceeds from the life and character of the young men who are thus willing to enter the services of their country.

We are glad to note the importance given the work in physical training for the girls. The disturbing element of athletics does not enter so largely into competition with efforts at systematic physical culture. We were surprised and pleased with the enthusiasm and proficiency of the work done in this department.

You are acquainted with the plan of the work done in the gymnasium. The object is and has been to improve, strengthen and develop the bodies of the entire student body, and not to prepare athletes for contests. The work of the gymnasium is primarily for the needy students—incidentally for the teams. The President has always said good health and body building to aid students in their studies is the work of the gymnasium. Your committee is in absolute sympathy with this policy.

As stated the training of the teams is not the work of the gymnasium, nevertheless it is natural that the gymnasium should develop men proficient in athletics. We believe the influence of the gymnasium should be felt in the athletic sports, there should be a strong sympathy between the two. The boys have much stored up steam, and the gymnasium should be of influence in directing this energy.

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There should be a strong bridge connecting the gymnasium with the work on the fields.

Your Committee is opposed to anything that savors of professionalism in University Athletics. They have unqualified admiration for what the students can do for themselves by their own energy and skill, but no one should be tolerated as a student merely in name when in reality his presence is not that of a student engaged in University Athletics, but that of a professional. Athletics develop many of the finest qualities that enter into the makeup of the resolute, decided active man for business life. The act of quick judgment often called for and clear discrimination between the points of advantage and disadvantage in the game, the ready and prompt obedience to the leader in the sport and like experiences are everywhere manifest and growing out of healthy, genuine amateur college athletics.

It is ascertained that about \$4,500 per annum is being paid by the Student Athletic Association for the services of trainers and coaches upon the athletic teams. Work by the students upon the athletic teams is accepted by the Director of the Gymnasium as the equivalent for the regular required gymnastic work. The number of students receiving the training paid for by the students is large, 200 or more each year. Since the students are divided into squads in the gymnasium, each squad having an instructor, the University is thus saved considerable expense in furnishing instructors. So far as the team work paid for by the students is equivalent to gymnastic work, the students' organization is paying accounts which, in the judgment of the Committee, should be borne by the University. Furthermore, at present there is no one at the gymnasium who regularly teaches swimming. According to the present rules of the Board of Regents, it is required that all members of the crew shall be swimmers, but no regular teacher is provided by the University, so that this requirement can be met.

It is recommended that the sum of \$1,500 per annum be appropriated for the payment of trainers, in so far as their work is equivalent to instructional work in the gymnasium, and for the teaching of swimming. This will still leave \$3,000 per annum to be paid by the Athletic Association for the work of pure coaching of the teams. It is suggested to the Board that the persons who are engaged for this service shall be nominated by the Executive Committee of the Athletic Association, or by the joint committee of the faculty and students upon athletics, such nominations to be approved by the President of the University, and elected by the Board of Regents.

(Signed) J. E. NeCollins,
John M. Whitehead.

REPORT OF SUB-COMMITTEE ON STUDENT LIFE.

Your Committee on the Student Life of the University have had a most inviting field for investigation and thought. We find the students of the University well occupied with the regular studies and required work of the curriculum, but with ample time for many other interesting and profitable pursuits of knowledge, the direction of which the students have in their own hands.

We have been interested in the variety of occupations represented by the families from which the students come, as shown by a recent

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examination of the subject made by the President and reported to the Board of Regents. It seems to us that the University offers privileges to all classes of our citizens. We hope that in the student life there will be such personal economy, such social simplicity, such personal effort to preserve the democratic spirit of the people of the state, and such regard for their community duties as citizens, that no class of citizens will ever feel in any way restricted in the enjoyment of the privileges of the University.

The University labors, as we view it, under the difficulty of having no dormitory life among the students. The secret society life is much enjoyed by those who participate in it, and the reasonable comforts provided in their society homes are not to be underestimated, but a style of living among the students which separates the student body into so many distinct and independent sets is less likely to foster the wholesome stimulating University spirit. Dormitories properly arranged keep prominent a social equality in university life which is greatly to be desired in an institution which draws its support from and dispenses its favor equally to all the citizens of the state. The young women have a comfortable dormitory, but its accommodations are quite inadequate to the demands of the large and increasing number of young women who seek the advantages of the University. We see the practicability of the self governing scheme as applied in Ladies' Hall and regret that the whole student body is not so organized as to permit the plan being put in operation for all students. We should be glad if it could be brought about in this University that dormitories could be provided for all the students.

The literary societies of the institution are numerous and seem to be in a prosperous way. We note three general societies supported by the young men and two by the young women, besides three associations of like character found in the Law Department sustained by the law students. In addition there are a variety of scientific and literary organizations for the cultivation of music and the study of science and literature, connected with the different departments of the University. We commend the competitions in debate and oratory that occur from time to time between these different societies. The students also sustain a stimulating competition in oratory with the students of other universities and colleges of the Northwest. We are pleased with the plan. All of these activities call out earnest effort and result in a high degree of culture.

There is a loss in the lack of general assemblies of students. Even in departments, if impracticable for the whole university, it would be a distinct gain if there were some scheme for causing all the students of a department to come under some amalgamating influence embraced in the same plan where exists so much individual effort. The College of Letters and Science where more students are at work and for longer courses of study than in other departments, that department which corresponds to the work of the college, or to what is known as the Academic Department in some of our large universities, is a great loser in our judgment, on account of the absence from the plan of organization of the daily assembly of all the students of the department. Chapel exercises have a distinct advantage, apart from any religious training, in bringing students of all classes together, when for a time class and individual distinctions are sunk in an occupation of thought and interest common to all, and where President and Professor have an opportunity to closely observe and wisely check disorganizing tendencies. It is not our recommendation that a chapel should be established, for we are well aware that conditions here are

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different from what they are in other universities where chapel exercises are maintained, but if in some way the lack, to which we call attention, could be supplied, and if not daily, at least frequent assemblies provided for, we feel that the University life would be greatly helped. It is true that there is much to develop that esprit de corps which we would expect to see in an institution so highly favored as this University. The general interest aroused by a triumph of an athletic team on the field of sports, or in the boat, or by the success of the representatives of the University in the oratorical competition with other institutions of learning which we have referred to, tend in the right direction. We are glad of all the University spirit we have met and felt, and we expect that there will be growth in the right direction as the University goes on with its work.

We were not present to witness the manifestation of loyalty on the part of the students when the President called for volunteers for the army, but we learned of the state of feeling among the students, and we felt that there was great reason to be proud of the young men enrolled here as students and felt confidence in the spirit of an institution whose students were so willing to offer themselves in the services of the country. We expect the University always to be allied to the best traditions of our Wisconsin homes and to supplement the spirit of these homes with the training of the book and in the contact of student with student in the scheme of the University.

We were deeply impressed by the appearance of the procession of the officers, faculty and students, preceded by the University Band on June 7th. The young men and young women appeared in fine array for the first time in the history of the University and marched in the celebration conducted by the State in honor of the completion of a half century of statehood. Such a procession was calculated to impress every individual student with the power and dignity of such an institution of learning as this is, as many a routine exercise would fail to do. The student comes here to do the routine exercises and to be disciplined by it, but he has come also to enjoy at the same time the priceless opportunity of all his life, to be inspired by the noble influences that flow with full current in the deep channels of University life and to be borne along to the realization of the highest hopes and attainment of the purest ambitions possible to the educated man or woman.

(Signed) John M. Whitehead.

REPORT OF SUB-COMMITTEE ON BUSINESS MANAGEMENT OF THE UNIVERSITY.

Your Committee appointed to report upon the business management of the University has made a careful examination of the manner in which University Funds are apportioned and expended, the method of book-keeping and the care taken of property belonging to the University and now offers the following report:

Prior to the close of the collegiate year, the probable income of the University, as derived from various sources is estimated and the amounts appropriated by law to the various Colleges are assigned for those purposes. The expenditure of certain revenues has been partially directed by law and in such cases, the Board of Regents have adopted rules directing its use in such manner as they believe best calculated

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weeks were devoted to the following subjects: Method in the Recitation, Method in Geography, Physical education, Language work, Drawing, and Model teaching; the second three weeks to Nature study, Arithmetic, Child study, Model teaching and Conferences on the model teaching. The instructors in this course were, Prof. L. H. Galbraith, Miss Abbey S. Mayhew, Miss Carolyn Robbins, Miss Mary D. Tanner, Prof. W. S. Jackman, and Prof. M. V. O'Shea. In addition to this the usual Summer courses were given, by the following instructors:

J. W. Stearns, LL. D., Professor of Philosophy and Pedagogy, Director of School.—Psychology and Pedagogy.

C. R. Barnes, Ph. D., Professor of Botany.—Botany.

W. W. Daniells, M. S., Professor of Chemistry.—Chemistry.

J. C. Elsom, M. D., Professor of Physical Culture and Director of the Gymnasium.—Physical Culture.

J. C. Freeman, Ph. D., Professor of English Literature.—English Literature.

C. Dwight Marsh, Professor of Zoology, Ripon College.—Physiology and Zoology.

W. S. Miller, M. D., Assistant Professor of Vertebrate Anatomy.—Anatomy and Histology.

F. E. Mitchell, B. S., Professor of Geography, Oshkosh Normal School.—Physical Geography and Geology.

C. S. Slichter, M. S., Professor of Applied Mathematics.—Mathematics.

B. W. Snow, Ph. D., Professor of Physics.—Physics.

Hiram A. Sober, Assistant Professor of Latin, University of Wisconsin.—Latin.

F. J. Turner, Ph. D., Professor of American History.—History.

E. K. J. H. Voss, Ph. D., Assistant Professor of German Philology.—German.

The following statistics, made up from the enrollment blanks, will show the relations of this school to the educational interests of the commonwealth:

Number enrolled who were	city superintendents.....	4	
	county superintendents.....	2	
			6
	principals of schools.....	30	
	high school assistants.....	37	
			67
	college teachers.....	8	
	normal school teachers.....	5	
			13
	grade teachers.....	57	
	rural school teachers.....	8	
			65
	work unknown.....		9
	university students.....		35
	Total.....		195

The attendance at this session was larger than ever before, reaching 219. Of these, 24 were in the library school; 40 took only the general course; 11 others took the general course and one other study, making in all fifty-one general course students. The remaining 144 students were enrolled in the University and high school course.

Two features in the administration of this course this year call for special comment: (1) The establishment of a fee for each class instead of one for the whole course resulted in the students in general taking a less number of studies. More than ever before confined themselves to a single course, and but few undertook more than two. This was probably a gain

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educationally, but it resulted in a considerable diminution of income to the school from tuition. (2) The instructors speak of the session as characterized by more than usual earnestness and thoroughness in the class work. This is made apparent in the unusually large number of examinations taken at the close of the session. Examinations are voluntary, and are taken usually with a view to receiving credit at the University. The reports of the instructors show 118 credits given for examinations. At previous sessions these have never reached a total of fifty.

Finances. Conditions were so unfavorable to a large attendance in 1897 that it seemed best to those in whom the control of the school is vested, the state superintendent and the president of the university, to limit closely the expenditures by offering less courses, and by shortening the term of the school, as mentioned above. The balance from the year preceding was only \$8.10. The policy adopted left a slightly larger balance at the close of the session:

Balance from 1896.....	\$8 10	
State appropriation	1,000 00	
Income from tuition	1,110 00	
		\$2,118 10
Expenditures:		
Printing, advertising, supplies, etc.....	\$125 20	
Salaries of teachers	1,895 00	
		2,020 20
Balance to 1898		\$97 90

The expansion of the work in the school in 1898 already described was rendered possible by the provision in the appropriation for the university which designated two thousand dollars for the summer school.

Receipts for 1898:		
Balance from 1897.....	\$97 90	
State appropriation	1,000 00	
From the university	2,000 00	
Income from tuition	1,838 25	
		\$4,936 15
Expenditures:		
Printing, advertising, supplies, etc.....	\$141 55	
Salaries of teachers	4,662 07	
		4,803 62
Balance to 1899		\$132 53

Respectfully submitted,

J. W. STEARNS,
Director of Summer School.

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REPORTS FROM COUNTY SUPERINTENDENTS OF SCHOOLS.

ADAMS COUNTY.**JOHN P. LEWIS, SUPERINTENDENT.**

I have scanned the reports made by the state superintendents, copies of which are on file in this office; but I cannot find any reports from Adams county in answer to the usual request for a "Special written report, on the condition of the schools in the county," to be used in the Biennial Report of the state superintendent.

For this reason, I conclude that no answer has ever been made from this county to that request, and no record further than the annual statistical information, furnished through town clerks has ever been placed on file in the state office.

We are peculiarly situated in regard to any large centers of population, our villages being small and the county somewhat sparsely settled, the educational work is confined to the common school, with the one exception of the Friendship High School.

A large majority of the pupils in our schools receive nothing more than a rural school education; but the parents are deeply interested in making this limited education as thorough and effective as conditions will permit. Arbor and Bird Day with other influences has induced them to become more deeply interested in the general appearance of the schoolhouses and grounds; and also in the apparatus furnished for use in the schools.

In 1896, the value of school apparatus was about \$40, for each school; and the average value of schoolhouses was \$370. At present the value of school apparatus is \$50, for each school; and the average value of schoolhouses is \$380.

In 1896, the number of children in the county between the ages of 4 and 20 years was reported to be 3,023; and the total number who attended school was reported to be 1,890, which is a trifle less than 63 per cent.

At present the total number of children between the ages of 4 and 20 years, as reported to this office is 3,122; and the total number who have attended the schools this year is 2,333, which is a trifle less than 75 per cent.

In most instances the teachers are retained for a longer period of time than they were formerly, and wages have reached a standard which will compare favorably with the surrounding counties. Nearly every district has legally adopted a list of text-books, and cases for the town library have been provided in many instances.

The "Course of Study" recommended in the "Manual" is not meeting with the support from the teachers which I believe it ought to receive. This condition is not confined to any particular class of teachers, for although our rural schools are taught principally by "rural teachers," I find the organization of classes under the course of study, as much neglected by teachers who have received high school, normal school and other high grade training, as I do by those teachers who have had none of the advantages of the higher institutions of learning.

My experience of 20 years teaching in Rock, Dodge, Fond du Lac and Adams counties has convinced me, that we may expect and desire to realize greater results from this classification of Primary, Middle and Upper

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forms, than it is possible to attain until pupils who are to be benefitted by this movement can be induced to attend school more regularly and continuously.

In several districts in this county we have the much discussed small "rural school;" but these schools will continue to exist despite the many learned discussions, and will be a necessity in sparsely and newly settled portions of our country. It has a place in our educational system, which cannot be reached by any other institution.

The Summer School conducted by Profs. Jackson, of Columbus, and Smith, of Kilburn had an enrollment of 65 pupils; and the Institute which followed was attended by 74 teachers. I believe the schools of this county to be in a very prosperous condition, and we are aiming to surpass any other county in the state.

BARRON COUNTY.

CHAS. H. MUSEUS, Superintendent.

While there is room for improvement in every direction in the educational system of this county, yet we are pleased to report that we have a strong educational sentiment growing and we feel that at no remote date may we point toward each school district and find it in itself complete and yet forming a powerful factor in the whole. We are assured of this by the interest and part now taken by our citizens in teachers' institutes, school exhibits, and educational movements in general. Our old, dark and poorly supplied school buildings are yearly being replaced by commodious, well-lighted, and well equipped new ones. Our school yards, too, are undergoing commendable changes. Instead of the stumpy, fenceless patch of a few years ago, a large majority of them now have a good fence inclosing a tidy and well-kept yard. Wells and wood sheds are also the rule rather than the exception.

Last year \$3,925.18 was expended for building purposes, \$824.96 for school furniture, and \$1,189.35 for school apparatus. The outlook for the coming year promises to more than double these figures.

There are at present in the county under the supervision of the county superintendent 118 schools, employing 142 teachers, and during the year enrolling 5,273 pupils of proper school age for at least the minimum requisite time. Thirty-five pupils passed the common school examination and received the diploma of graduation this spring.

A list of text books, with but few exceptions has been officially adopted in each school district.

The "manual" I find in very general use and no opportunity for urging its close study and practical application is allowed to escape.

Of high schools, Chetek, Barron, and Cumberland each has one. Chetek and Barron have three year courses, although a change to four years is contemplated this year at both places. The school at Cumberland is a full four year course. The schools are all doing good work and have a large attendance. Twenty-one pupils were graduated last spring from these schools.

Five teachers' institutes have been held during the year just ending. One state, and four under the Institute Law of 1895. I believe I am but voicing the sentiment of the teachers of this county when I say that they feel well repaid for their examination fee in the extra number of institutes held, in the greater variety of work given and in having these institutes giving them ideas, methods and inspiration at a time when they can take them directly into the school room and apply them. Special effort has

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been made in each of our teachers' meetings, teachers' institutes and the several evening lectures held to draw school officers and parents into the work, and the result has certainly been gratifying. The feeling but too prevalent among school officers of being "Out of place in the school room" we have tried to overcome. I hope for much good to result from this comingling of teachers, parents and school officers.

The Library Law, with no exception is being complied with and while, at first, the books were chosen hap-hazard, in many instances resulting in unsuitable books for the grade of pupils in those particular districts and thus defeating one of the main features of the Library movement, this practice grows less from year to year and as the town clerks see the excellent result coming from this source they become more careful in their selections of these books and pay more attention to their proper distribution.

Through circular letters and the kindness of the State Dep't in supplying us with "Memorial Day" and "Bird & Arbor Day" pamphlets our holidays are very generally observed. The patrons of our schools are beginning to feel too that these exercises are a part of the regular school work and that they are essential to the general education and development of their children.

In conclusion I can but speak hopefully and encouragingly of the progress of education in this county. True, there is much still to be accomplished and much that is going to require long time and close application to accomplish, but each move made seems to be a move in the right direction and I feel it would be an injustice, when conditions past and present are considered, not to report favorably upon the work as a whole.

BAYFIELD COUNTY.

JESSIE N. SMITH, Superintendent.

The schools of Bayfield county are with few exceptions doing good work. There are sixty teachers employed, five of these being in the high schools. Six years ago but twenty-five teachers were hired. Excellent school buildings are in most places. A few log buildings are in the rural districts but these are rapidly disappearing.

Free text books are provided for all the schools and they are well supplied with maps, charts, globes and black-boards.

The country and small village schools follow the Course of Study, outlined in the Manual. It is quite difficult to hold the grades owing to the floating population but much interest has been awakened by the annual examinations and the granting of diplomas. Seven diplomas were granted this year. I believe the enthusiastic adherence to the Manual will do more to promote higher education than any other one thing.

During the year we had a five day institute at Washburn, a two-day institute at Iron River, two County Associations and two Bay Shore Associations. This Bay Shore Association originated three years ago and was designed for the Ashland, Bayfield and Washburn teachers, but has since grown. Ironwood (Mich.), Hurley, and Superior were represented last year by large delegations. Several of the faculty of the Superior Normal took part in the programs.

The high schools held a series of joint debates, oratorical contest, and field day exercises.

The Washburn high school arranged a lecture course which brought to us speakers from the University of Wisconsin, Lawrence University and Beloit and Milton Colleges. Lawrence University gave a scholarship to

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the winner of the oratorical contest and one to the winner in declamation in the contests mentioned above.

Great attention is given to the proper observance of Memorial Day.

In conclusion will say we have as a rule capable, earnest and conscientious teachers. Wages have continued good through the hard times but we are threatened with a reduction for next year.

BUFFALO COUNTY.

W. J. EBERWEIN, Superintendent.

I am happy to report that while the schools have made no remarkable strides they have at least kept pace with the gradual progress of this agricultural community. The standard of teachers' qualifications is gradually being raised while school boards are beginning to call for teachers of higher grade and feel less disposed to change teachers for trifling causes. The attendance at the normal schools from this county is steadily increasing, but unfortunately the district schools which are most in need of trained teachers, profit least, as not sufficient inducements are offered to retain teachers of superior training.

Five new school buildings were erected the past two years, one was enlarged, and several repaired. The one of which I enclose a half tone cut picture has provision made for ventilation outlined in White's School Management page 70.

The schools are all supplied with patent seats and with few exceptions are provided with the necessary apparatus save perhaps suitable library cases.

Eighteen districts in the county have adopted the free text-book system and several contemplate its adoption soon. Wherever tried the plan meets with general satisfaction.

An institute of two weeks' duration was held at Mondovi in the fall of 1897.

In view of the fact that the institute is an auxiliary to the Normal Schools the course planned and carried out was similar to that offered by the Normal Schools. Accordingly the work was divided into three (3) departments each in charge of a conductor especially fitted for the department assigned, as follows:

1. Pedagogy and School Management — Prof. J. F. Sims.
2. Academic Instruction — Prin. D. E. Cameron.
3. Model Dep't of Observation and Practice — Carrie J. Smith.

The model school, consisting of Primary and Intermediate pupils, represented fairly the average country school. Teachers were not only required to observe the teaching of the supervisor but were privileged to practice themselves, an opportunity of which many took advantage. This institute, in furnishing actual experience, together with the kindly criticisms and suggestions of the supervisor, afforded training of inestimable value especially to the inexperienced and untrained teacher. I know the foregoing statement to be true because in visiting the schools after the institute I found the methods employed that were presented and tried at the institute.

Through the kindness of the proprietors of the local papers I have been enabled to disseminate information of interest to school officers, teachers and the people in general, and I believe nothing puts the people in closer relations and in touch with the progress of the schools than a newsy educational column.

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Last year two towns failed to withhold the money for library purposes, but I feel gratified to report that all have complied with the law this year.

In consequence of the examinations held both for teachers' certificates and common school diplomas I discovered that the branches, mental arithmetic, spelling and composition had been sadly neglected.

Special stress has been laid upon these the past year and I shall endeavor to keep them in the fore-ground as long as I remain in office.

Arbor and Bird Day was as usual given due consideration and the Memorial Day celebration received additional impetus owing to the present conflict with Spain. Programs of patriotic exercises were carried out and the soldiers' graves in adjoining cemeteries were decorated. Many schools united with the G. A. R. to celebrate the occasion. These celebrations inculcate a spirit of patriotism and therefore are receiving marked approval.

Two summer schools have been maintained the past two summers but the attendance was small. The Normal School being in easy reach of every teacher is the reason to which I attribute the scant attendance. Continuous sessions at some of the Normal Schools would entirely do away with the summer schools and in my opinion would be preferable.

Local teachers' meetings have been maintained in four different centers. Each center had its own organization but all labored under the same course of study, a copy of which I send under a separate cover.

Union Teachers' Associations were held at Mondovi, Feb. 22 and 23, '97, and at Alma, Feb. 25, 26, '93. At the latter meeting over one hundred teachers and prospective teachers were in attendance—a number unprecedented in the history of this association. The exercises consisted of carefully prepared papers and class recitations. Teachers returned home feeling better prepared for their profession, inspired with renewed zeal and amply repaid for the outlay.

BROWN COUNTY.

JOHN B. FOURNIER, Superintendent.

The schools of this county are in a fairly prosperous condition.

The improvement of the past few years is apparent, but room for immediate future advancement still remains.

The buildings as a rule are substantial. The old log schoolhouse is fast being replaced by handsome modern frame or brick buildings. A few of the more recent, unlike the ancient type, embody scientific principles of heating, ventilation, etc.

Only two or three log structures now remain.

Several of the earlier type of frame buildings have been added to from time to time to meet the growing demands for room.

Many of the schools are well supplied with apparatus, containing in many cases articles which may be classed as luxuries, while others seem to have been satisfied to pick up the discarded maps and charts of more progressive neighbors.

Three schools still contain home-made desks, and several others are almost destitute of even the most necessary appliances.

With few exceptions the grounds are spacious, and through proper observance of Arbor day, present an attractive appearance.

Intelligent school boards, an appreciative public, an abundance of earnest, intelligent teachers, and modern hygienic school buildings provided with all the necessary appliances are indications that the educational sentiment, though lacking in a few cases, is, in the main, unsurpassed.

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Thirteen young people completed the course of study during the past year.

Two teachers' institutes held during the past year for the inspiration of teachers, several parents' meetings held in various parts of the county, and the large number of good books which the "Township Library Law" makes it possible to distribute among the people, are agencies whose good effects are being felt.

Many of the schools have adopted uniform text-books, while in some the multiplicity of old and recent texts, renders it quite difficult to determine what books if any were ever adopted.

CHIPPEWA COUNTY.

ANNIE E. SCHAFER, Superintendent.

The general interest manifested in building and repairing, is indicative of growth in educational matters in this county. We have enjoyed a genuine "building boom" during the past year, and I am happy to state the good work goes on. Upon the whole, school officers show greater interest in the *business* of the schools. There are more frequent demands for good teachers.

Were this demand only universal, what a blessing it would be! With an efficient teaching force, the millenium will have dawned for Chippewa county.

We have been favored with a number of helpful institutes during the year, the attendance of teachers and school officers has been excellent, and the good results are manifest in our schools.

The Northwestern Wisconsin Teachers' Association which met in this county last April, caused a great awakening among teachers and school officers. The meeting will never be forgotten. About seventy-five school officers attended from this county. The practical hints they received at the School Board Section of that meeting are still bearing good fruit.

Many schools are now supplied with neat book-cases and the library books are being properly cared for.

The District Record books furnished each school have served as a stimulus to the pupils to show a creditable book account. The Library Law is accomplishing more good than can be estimated. These books, scattered among schools and homes, are exercising a silent, but mighty, influence for good.

The Educational Exhibit at our Northern Wisconsin State Fair continues to improve each year, and serves as an incentive to careful, painstaking effort in our schools.

The county examinations for teachers, continue unsatisfactory, and will, until legislation concerning the same, is changed.

The amount of absolute drudgery incumbent upon this office, because of these examinations held *twice* a year, is simply appalling. *Does it pay?* Would it not be wise either to eliminate the third grade certificate entirely or limit the length of time one can be held, and thus make way for those who have better scholarship? The great bulk of our teachers still hold 3d grades. Some in this county have taught for twelve, fourteen and even sixteen years on nothing higher than a third grade! High school graduates should be required to secure first grade standings before receiving their diplomas. The majority of these can make only a third grade when they apply for a certificate, and barely make that. This subjects the county superintendent to considerable unjust censure, whereas,

... ..

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the situation.

10-11-58

I am not a person who likes to be in a position where I have to
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CLARK COUNTY

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There have been some changes in our country in the past year, and one of these is the case of immigration. I believe the numbers are going to be smaller, many of them being sent abroad, but they are very little attention paid to other countries, Germany, and especially Spain. Most of the people are going to a kind of a vacation, some of which is winter. There is a kind of a vacationing in the mountains.

The shape of a Waterbury can be remembered in the grounds of many colleges and can be traced in the landscape and crops a greater or less degree of accuracy. After and Blue Jay streams are crossed a straight stream is reached, and that stream is before. The relation of our country to the water of the world is a subject of interest.

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DISTRICT SCHOOL HOUSE, BUFFALO CO.

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the fault lies with the high school principal who allows pupils to graduate before they can pass a satisfactory county examination. Much attention is paid to graduation from the common schools.

Graduating exercises are held, to which school board and patrons are invited. These occasions not only awaken interest, and arouse ambition—they also afford the county superintendent a golden opportunity for impressing upon parents and pupils the desirability of entering some high school the next year.

No field of educational work would yield more satisfactory results than that of the county superintendent's were fewer schools allowed each superintendent. Imagine a county of this size, nearly 2,000 sq. miles, with 180 schools to supervise! It is impossible to supervise *thoroughly* more than 75 schools. With a reasonable amount of territory, and no larger number than the above, I could increase the effectiveness of my work more than a hundred-fold.

I could remain the entire day in a district, and meet the people of the district, in the evening at the schoolhouse, and, through such social meeting, and the opportunity thus afforded to instruct the public, in the various phases of school law, and the many urgent questions pertaining to the welfare of the school, could smooth away many district animosities, and secure the co-operation of patrons with teacher and superintendent. This, to me seems the only way to do effective supervising.

May the happy day speedily arrive, when legislation will thus limit the number of schools per superintendent. It will very materially hasten the solution of the "Rural School Problem." Cannot county superintendents, who know better than any one else, the evils existing under our present system, and who ought to be able to prescribe the proper remedies, consolidate their strength and demand better legislation in this respect? Let us cease bewailing existing conditions and act! Just as soon as we succeed in creating the demand for better schools we may expect them. People usually get nothing better than they demand.

CLARK COUNTY.

EMERENCE WALTERS, Superintendent.

Two new schoolhouses have been built in our county in the past year, and one is now in process of construction. Although the buildings are generally well erected, many of them being brick veneered, yet there is very little attention paid to proper lighting, seating, and especially ventilation. Most buildings are furnished with a supply of apparatus, some of which is useless. There is a need of better reading charts and maps.

The observance of Arbor Day has led to improvement in the grounds of many buildings, and has created in both teachers and pupils a greater love of beautiful surroundings. Arbor and Bird Day exercises have aroused a stronger interest in nature, than that shown before. The condition of out houses is not always properly attended to.

Our greatest need in this county is a better trained teaching force. Many of our district officers do not realize the importance of their schools. This principally lies at the root of the evil. Until they do realise their importance, unfitted, untrained teachers will endeavor to instruct children with the usual uncertain and often disastrous results.

For this reason more than any other do I see a great need of a more thorough supervision than is possible in so large a district. Much more could be accomplished among the inexperienced and weak teachers by repeated visits, which cannot be given under the existing conditions. The counsel,



DISTRICT SCHOOL HOUSE, BUFFALO Co.

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direction and assistance of the superintendent as inspector, produces results that can be obtained in no other way.

Many of our teachers show signs of progression by attending Normal Schools and other higher institutions of learning. The same spirit is shown in a desire to better the grade of certificate held. The standard for third grade certificates was raised this year so as to give us a better force of teachers of this class, and also to make the supply less. There are not as many trained teachers in our schools as we might have.

The supply of teachers in our county is in excess of the demand, and in some districts this has caused a decrease of wages. Here again district officers show unwise discretion, as low wages means poor labor. A circular letter covering this subject, and also that of the wisdom of hiring successful, highly certificated teachers was issued from this office to all school boards before the annual meeting. It proved effective in many cases.

There is a growing interest in school libraries, yet very few districts have provided suitable cases for the books.

We have another high school added to our list, that of Loyal, making four high schools in our county. These graduate classes annually. Thirty pupils received diplomas of graduation from the common school course during the past year. About ninety per cent. of these are now in some one of our High Schools.

An institute of four days' duration was held at Neillsville in the spring of '97, at which 75 teachers were enrolled. This was provided for from the county institute fund.

The interest of the state department in the educational interests of the county is highly appreciated. The Arbor and Bird Day and Memorial Day circulars, the Library Lists, and all letters of information published from time to time are of the greatest assistance in the work.

CRAWFORD COUNTY.

E. E. BRINDLEY, Superintendent.

Contrasting the report of this year with that of the past, the present condition of our schools will bear me up in affirming that there has been a very satisfactory progress along many lines. This progress has been brought about in a variety of ways. And when I use the word *progress*, I mean not only as applied to the teacher, but also to the healthy development of popular sentiment in favor of a better educational system.

During the past year while visiting the various schools of the county, I have made it a point not only to meet the teachers and observe their methods of instruction and discipline, but also to come in contact with school boards and patrons, thereby encouraging school visitation and friendly coöperation with the instructor. This spirit of friendly coöperation is one, which ought to be commended; for if there is anything detrimental to progressive work in school, it is unfriendly relations existing between parent and teacher.

Another point, which could not escape my notice while visiting the schools, is the attendance. In the first place it has increased quite rapidly, and in the second place,—a fact of greater sequence—it is becoming more regular. These two points in themselves bear testimony of greater *interest* on the part of the pupils, which, in turn, is brought about by more thorough preparation on the part of the teacher.

Arbor and Bird Day, and Decoration Day, were observed with much attention and interest during the past year. In addition to sending out the circulars from the state department, I made an extra effort to see that

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these days were properly observed; for I hold that proper observance of such occasions is a means of mental and moral development. It inculcates habits of cleanliness, thrift and patriotism,—traits indispensable to the progressive citizen.

The text-book question has not been lost sight of. It has been kept before the people, who are becoming better educated than ever before upon this vital problem. They feel the need of uniformity of text books, and such is fast being brought about in our common schools as well as in the higher ones. Nearly all the districts have adopted a uniform system of text-books, and a general acknowledgment of its merits is the result. I recommend, also, that the district buy the books and sell to the pupils at cost as being the cheapest and most convenient way of obtaining them.

The one-day institutes and teachers' meetings held during the past year were better attended than ever before. The teachers enter into the spirit of this work with avidity, and all bear favorable testimony of the benefits derived. One great merit of these meetings is that they reach so many teachers. Nearly every teacher of the county was present at one of them, and many attended several times. They also enable the teachers to observe each other's methods, and become better acquainted,—a fact which tends toward uniformity of school work.

The summer school was very well attended, there being eighty-seven enrolled during the term. Three instructors were employed, so that each teacher might take what he felt most in need of. Special attention was paid to work in music, in which the teachers were much interested. As a result of the school many teachers raised their standard of certificate, and all went away feeling well repaid for their work and expense. The institute of one week, which followed, was a complete success. One hundred and forty were enrolled.

In conclusion let me state that during the past year a new brick school-house has been constructed at Soldiers Grove at a cost of nearly \$6,000. It is well equipped and ventilated. A short time after its construction a high school was established, in which the citizens of the village take a great deal of pride. Similar improvements have been made in other parts of the county, which show augmented interest in educational advancement.

Permit me to acknowledge your many courtesies and assure you that they were thankfully received.

DANE COUNTY—FIRST DISTRICT.

JOHN L. HUSEBO, Superintendent.

I have the honor herewith to submit to you my first annual report. I am happy to report that commendable and intelligent activity has characterized the efforts of the educational forces of this district during the past year, and that generally a high standard of school work has been maintained. In my school visitation, report of the condition of the schools has been made, to a large extent, in person to the district clerks, and I have found them interested in the schools, eager to learn what can be done to improve the schools and usually willing and desirous of doing what they can to better their condition.

While the general interest is to be commended, a number of districts show by the small, irregular attendance and lack of punctuality that they do not appreciate what the public school may do for their children.

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Teachers have labored hard to increase the regularity and punctuality of attendance, but, though improvements have been made in many districts, the results are far from satisfactory. We shall not be relieved from the annoyance attending such irregularity until parents as well as pupils shall be educated to understand the necessity of promptness and uniformity in our school system.

During the past year some improvements can be noted in school buildings. While some towns can boast of good, well-equipped buildings in each district, others have schoolhouses discreditable to the town and the district and uncomfortable to the children. In some of these districts the erection of new schoolhouses is annually discussed but no favorable action taken.

It is gratifying to note the general improvement of the school grounds. This is largely due to the efforts of the teachers and the pupils, and much of this is due to the very general observance of Arbor and Bird Day. The value to the children in thus cultivating in their minds a love for the beautiful in nature can scarcely be over-estimated.

Our teachers, as a rule, have been earnest and conscientious in the performance of their duties; at all times endeavoring to do the best possible for the pupils entrusted to their care. But few of the teachers have had the opportunity for thorough discipline and liberal culture afforded those who attend our schools for higher learning and hence fail in some cases to comprehend the nature and need of the human mind. The institutes that have been held have done much to remedy this matter as well as to encourage and stimulate those who are really striving to improve themselves in their profession. I regret to say that the average wages paid teachers is not sufficient to warrant the outlay inevitable from taking an adequate course of preparation. This is due, partly to the false economy of districts, and partly to the willingness of beginners to teach for small wages in order that they may secure schools.

Well selected libraries I regard as one of the most efficient aids in securing the real purpose of the school, and it is with pleasure I note the advance the township libraries have made the past year. Most of the schools now have a fair working library and many schools have excellent ones. It is encouraging to note also that the books are sought and read not alone by the pupils, but the by people throughout the district as well.

While we have not accomplished all that we had hoped to accomplish, we feel that some progress has been made and we enter the duties of the present year with a firm purpose to do all in our power to improve the standard of our schools and make them more important factors in the making of good and intelligent citizens.

DANE COUNTY--SECOND DISTRICT.

THOMAS S. THOMPSON, Superintendent.

The school year closing June 30th, 1898, does not mark any very great or radical changes in this superintendent district. I am, however, pleased to report that there has been a steady improvement along several lines.

One very hopeful sign is the greater interest taken in the township libraries. At first I found considerable opposition to the present compulsory method of providing libraries for the schools. It was even argued that the expenditure of money for this purpose was a waste of public money. Such arguments were easily met and I have reason to believe that little or no opposition remains. On the other hand most of the schools have provided neat and serviceable book cases for the libraries, something that was wanting in most cases before.

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The teachers' institutes held during the year were very well attended. The fact that the present county institute fund makes it possible to hold several short institutes at different places in the county has reduced slightly the attendance at each place, but the total number of teachers that can attend has been increased.

Steps have been taken during the past year to bring about the organization of local teachers' associations. A meeting of this kind was held at Oregon during the Spring term and a very interesting program was rendered. It was also decided to form a permanent organization at the opening of the next school year.

The new school building at Mt. Horeb was completed in time for the opening of school. One more department was added making it a graded school of four departments.

During the year no new buildings were erected but many of the buildings have been improved both inside and outside. Arbor Day was observed by a large number of the schools and considerable work was done in the way of beautifying the school grounds.

A slight change was made with regard to the conducting of Course of Study examinations. It has been the practice to hold but one examination each year but owing to the fact that a large number of schools are now running nine months, a supplementary examination was held in May. This increased the number of graduates almost fifty per cent.

Several changes have been made during the year as to text-books. In a large number of the schools the text-books are the same that have been used for years. These are gradually being replaced by newer and more approved books. The village schools at Mazomanie have adopted the free text-book system and I have heard only favorable reports concerning the change.

Considerable new apparatus has been added during the year. Among the good effects of the war it may be mentioned that a flag has been provided for every schoolhouse. At the same time it may not be out of place to mention the fact that the interest taken in universal geography has been very much increased among teachers and pupils for the same cause. The work of the teachers at the institutes has clearly shown this.

In this brief report I have attempted to call attention to a few of the more apparent changes that have taken place. There are many things that are not what they ought to be but changes have to be made gradually. The attendance is not what it ought to be. Many pupils are kept from school that ought to attend, sometimes through the indifference of the parents, and sometimes for other causes. Teachers are often hired simply because they are willing to teach "cheap," no question being asked as to their success as teachers. These difficulties are so common that I need not repeat them at this time.

DODGE COUNTY.

JOHN T. FLAVIN, Superintendent.

Work in the educational field is not apt to afford opportunity for anything so novel or eventful as to invest a superintendent's report with features of special interest.

To keep a progressive movement all along the line, requires constant vigilance, for any relaxation of effort is soon reflected in character of results attained in our schools.

In school work there can be no revolution: all that is gained that will bear the test of time, must come only through growth and culture; and to

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expect surprising results in a short time, is to meet disappointment in the end.

Reforms and correction of defects in regard to important matters of public interest, are not accomplished in a day nor in a year, but are the creatures of steady growth, stimulated by a healthy public sentiment. Occasionally the adoption of some great improvement makes a radical change for the better, but such things are not frequent. Reformers and inventors the world needs; but it needs equally, or more, the quiet, every-day worker, who keeps in active operation the machinery we have.

In efforts to promote and bring to a state of greater efficiency interests which claim our specific attention, serious obstacles are often encountered, some of which may be inherent in the system.

The person dealing with the rural school is apt to have his attention quickly drawn to the great diversity in size of different districts.

I am not sure that any district in Dodge county embraces too much territory for the best interests of the school, but I am firm in the conviction that the average condition of our schools would be materially improved if we had fewer small districts.

Where districts are small the burden of supporting the school, falling upon the few, is felt more keenly, resulting, not infrequently, in shorter terms of school, more meagre compensation to teachers, thereby placing them at a disadvantage with schools whose length of terms and pecuniary inducements offer far greater attraction. Better two miles to a good school than across the road to a poor one.

As small districts cannot, as a rule, compete successfully with the larger ones, so our country schools suffer from competition with the city schools; as the latter usually offer more liberal compensation and more continuous employment, thereby attracting the better class of teachers.

It has been our steady endeavor to keep alive and progressive a wholesome educational sentiment and afford our teachers the best opportunities possible for intellectual and professional improvement, to all of which the most cheerful co-operation has been uniformly accorded.

We hold about eight teachers' institutes annually at as many different places, and the attendance, interest, and character of work done has been all that could be desired.

For many years our district schools have been working largely in accordance with the provisions of the course of study and last year the common school diploma was conferred upon ninety-three and this year upon eighty-seven, a majority of whom entered high schools.

For a number of years a school has been maintained during the summer vacation for a period of thirty days, and because it has uniformly been in charge of excellent instructors, it has been a real benefit to our teachers and our schools. The county superintendent, while co-operating with the faculty in charge of the school, has never permitted himself to have the slightest pecuniary interest in the enterprise, and no premium has ever been awarded an applicant at examination in consideration of attendance thereon.

Arbor and Memorial Days are, as a rule, appropriately observed by all schools in session at the time they occur, and the exercises awaken the liveliest interest on the part of teacher, pupils and patrons.

Our schoolhouses, with very few exceptions, are in good condition, well seated and well supplied with needful apparatus.

As teachers approach their work with diverse elements of strength, all are not equally successful, but it rarely occurs that any fall short of just expectations through lack of honest effort. The proper spirit seems to pervade our teaching force.

Our rural schools are entitled to the most liberal provisions for their

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maintenance, as to them must a large proportion of the children of our state look chiefly for an education.

The true policy, dictated alike by wisdom and interest, would seem to be, to strive to make the home school as good as possible, and then see that children effectually outgrow it, before being sent elsewhere. The practice of sending children of immature age and limited attainments away from home to school, is not infrequently, I cannot help thinking, regulated by custom or fashion, more than by the judgment of parents. Until warranted in so doing by the age and advancement of the child, the beneficent influence of a good home is entirely too important an auxiliary in its education to be dispensed with.

While our people are friendly to our schools and anxious to see them grow more prosperous and useful, yet they do not always give to them that individual encouragement and assistance so necessary to the success of any public enterprise. If each individual felt a personal responsibility for the success of the schools in his community their increased efficiency would be quickly apparent, while he would be regarded as a public benefactor.

DOOR COUNTY.

W. T. ANDERSON, Superintendent.

The number of school districts in this county is sixty-six, and the number of teachers employed is seventy. One new district has been formed during the year, and one has been discontinued. During the past year I have, wherever possible, brought to the notice of the people the provisions of the School Code regarding transportation of pupils and attendance in other than the home district. All that can be hoped for in this direction at the present time is to get the people to think about the matter. The idea is new to them, and I think that it will be some time before they realize the benefit to be derived from it.

Three new schoolhouses have been erected in the county during the past summer. In two cases the buildings were old ones that had outlived their periods of usefulness, and the third was erected in the new district that has been created. In all cases the new buildings were erected with an idea to comfort, both present and future, and I think will compare favorably with those to be found anywhere. Most of the schools are now well equipped with the furniture and apparatus necessary to a well conducted school, a great deal of which has been put in this year.

During the year there have been held three institutes. Two of these were held during the winter of '98, and were paid for from the money arising from the examination fee. The value of these institutes is marked more than ever. A falling off in the number of applicants for certificates at the last two examinations will leave the fund smaller than usual this year, and emphasizes the idea that these institutes should be paid for by the state. The smaller counties situated at a distance from the educational centers of the state have to pay a great deal more for value received than the larger counties near those centers, and as it is easily seen that this condition may become worse instead of better, it is more than possible that the institute fund may fall short of its purpose, at least in a measure.

The past year has been a very successful one in the use of the libraries, and the teachers' meeting work was also a pronounced success. For meeting work the county was divided into sections in each of which there were held six meetings. Reading circles were organized in nearly all the schools of the county, and upwards of one thousand pupils read books that were selected

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for them. For this year's work I have selected two books for each Form, which are to form the basis of this year's work. The effect of this work is very marked on the schools. Those schools which pursue the work most closely show more rapid and substantial advancement than those which do not.

The question of teachers' wages is still an important one in this county, and while the conditions in that respect are not what they ought to be I think that there is a fair prospect for improvement. The question is engaging the intelligent attention of both prospective and actual teachers, and I feel encouraged to believe that the question will receive more careful attention from district boards in the near future.

During the past year I have made 143 half-day visits to the schools under my supervision. During the coming year I intend to work up an interest in school visitation among the districts. Lack of interest in school visitation is one of the crying failings in a great many of our districts. The teachers are earnest and are working hard, and it remains but to secure the more active co-operation of boards and patrons to put our schools in the very best possible condition.

It would seem to me that school law should be made a part of the examination for county certificates.

Arbor and Bird Day was quite generally observed in the schools of the county last spring. A greater interest would be taken in the matter if the programs could be put into the hands of the teachers by the last of March in order that they might plan their exercises with it at hand.

Altogether I believe our schools to be in an excellent condition, a fact that is testified to by the educational workers who come to our institutes.

DUNN COUNTY.

ELVIRA BRICKLEY--Superintendent.

The minimum standard for teachers' third-grade certificates has been raised from 50 to 65 with an average of 75 which has helped to keep out incompetent teachers.

There has been a gradual improvement in the schools of our county. The subjects of heating, ventilation, and the care of the eyes and general health have been so thoroughly discussed in our teachers' meetings and institutes that considerable improvement in these matters is noticeable.

Arbor and Bird Day is quite generally observed and as a result there is much improvement in school grounds, care of buildings and school room decoration. The extra institute has done much to improve our schools. We had four such last year--one for two days and three of one day each held in different villages of the county. The object of holding them in different parts of the county was to induce patrons and school officers to attend as well as to make it possible for teachers from remote parts of the county to come. The results were all that could be desired. Local interest in school matters was increased with noticeably good results.

A strong professional spirit is felt by the teachers of this county and there is a desire to improve. Many are leaving to attend normal schools and those who cannot attend normal schools go to some good summer school.

Wages show an increase of \$7.00 per month for males and \$2 per month for females.

Forty-five pupils passed the examination for the common school diploma and there is a desire to work for the completion of the common school course.

The township library law is being complied with in every town and

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teachers are requested to require each pupil to read at least one book every term and write a synopsis of the same. The libraries seem to fulfil their mission in this county and I cannot complain that they are not generally appreciated.

GRANT COUNTY.

CHAS. H. NYE, Superintendent.

The school year in this county has, in the main, been prosperous, and the outlook gives much encouragement. Two new school districts have been organized; six schoolhouses have been built, and many others repaired and enlarged. Much apparatus has been purchased especially in the line of maps and slate black boards. There seems among most rural schools, a desire for better accommodations, more and better apparatus, and better teachers, and, with few exceptions, there is an evident increase in the interest taken in the public schools. During the present year, I have received the sum of three hundred fifty-one dollars for examination fees. From this fund I paid the entire cost of a week's institute at Hazel Green, employing Prof. Schuster of Madison and Prof. Gehrand of Boscobel. We enrolled some forty teachers who showed much interest in the work. This institute cost the county fund about one hundred dollars which seemed well invested as this institute reaches a class of teachers remote from the institute centers, and they greatly appreciate this help.

The institute provided by the state department was held at Lancaster, and was altogether the largest and most profitable institute ever held in the county. Prof. Brier, of River Falls, and Prof. Meisnest were furnished by the state, and Prof. Churchill was paid from the County Institute Fund. The enrollment reached 201 as against 177 last year. There was great interest manifested and the work done was such as will be seen and felt in the schools of the county. Besides these longer institutes there were held two institutes of two days each, and ten of one day each held on Saturdays. Twelve lectures were given in different points in the county, on subjects pertaining to education, and these lectures were well attended and well received.

This county comprised 214 school districts and required 294 teachers to manage its schools; a larger number by fifty-nine than any other county in the state. The law requires the county superintendent to visit every school in his county at least once a year.

In attempting to comply with the law in this respect, one must ride in all weather, and as the schools are in session from November first to April first, this portion of the year must be the busiest time for visiting and inspecting and holding teachers' meetings.

A late revision of the list of teachers of the county shows as follows: Total, 362, certificated as follows: Life certificate, 30; normal school elementary certificate, 7; first grade county certificate, 51; second grade, 144; third grade, 130. This classification shows a decided improvement in the grade of certificates, which must result in greater efficiency in the work done, and more intelligence shown in the discipline and management of the schools. On the whole, there is some cause for congratulation, and while there is room for much improvement, we may reasonably look forward to a prosperous school year with abundant promises for success in the work of education.

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FOND DU LAC COUNTY.

MYRON E. KEATS, Superintendent.

The past two years have been successful ones. The school accommodations have been increased, the improved character of the new buildings in lighting, heating and ventilation has been decided, and many buildings have been thoroughly renovated. In the work of the schoolroom, while ever carefully seeking better ways, we have striven to make the good contagious, and to raise all to the level of the best; to bring the peculiar excellences of individual teachers to the notice of others, any thus by mutual example and assistance, free from rivalries and jealousies, become sharers in whatever has been found serviceable in matters of instruction and discipline. Especially have we sought to induce that hearty sympathy between teacher and pupil which should render the school most efficient in developing in the pupils upright, strong and worthy characters.

I regret to report that salaries have not kept pace with proficiency. When we cut down the salaries of our teachers we are certainly retrenching in the wrong direction. Our people ought not to complain of reasonable, living salaries. We should hesitate long before, in any stress or temporary scarcity of money, we would consent to cut down the wages of these faithful toilers for the public good. We hope the day is not far distant when the teacher will receive the recognition her position rightfully demands and the salary her work and worth merit. There must be an equivalency between the service and the remuneration, and until thereis, our schools must remain in inferior hands. A change will be attended with increased expense, but what more warrantable pretext for public expenditure?

Our teachers are, as a class, energetic workers, and are well qualified for their work. If patrons were as progressive and earnest as teachers the ideal country school would not be far distant. The quality of our teachers is steadily becoming better and the number of first and second grade certificates granted from year to year is increasing. It may be taken as a fact, that, other things being equal, the higher grade teachers are the most successful. A corps of teachers sufficient in numbers for our service can be found in this county, whose rank in efficiency is second to none in the state. But we have them to no purpose while the mistaken sentiment prevails that anybody can teach a school because it is small, or while schools are held at auction terms and given to the lowest bidder.

I wish to bear testimony to the faithful and persevering efforts of our teachers to discharge the great obligations imposed upon them in their several capacities. Interest has not flagged and there has been no lack of endeavor to make the instruction as valuable and practicable as the opportunities placed at their disposal would permit. The teacher should aim to imbue the patrons of the school with a deep feeling of the importance of educational work, and to win them to his aid by all proper means in his power. The teacher only fulfills the obligations of his calling in the highest sense when he becomes a blessing to the community and a benefactor to the race.

Twelve public examinations, covering a period of thirty days, were held during the past two years. There were in attendance upon these examinations 581 applicants for certificates, 411 of whom, or 71 per cent., were successful, and were issued certificates of the proper grade. Although our examinations are sometimes regarded as unnecessarily and unjustly severe, it is nevertheless true that some applicants are successful who are poorly prepared for the teaching profession. The examination and certification

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of teachers is probably the superintendent's most important and most trying duty. I have aimed to secure the best teachers possible by making the tests of such a character as to throw out the weak and inefficient, while the live, energetic teacher, who keeps abreast of the times, and whose aim is high, will find no great difficulty in showing her ability to engage successfully in the grand work of instructing the young.

Our summer school which was instituted in 1893, at a time when its value was much in doubt, and but few had been organized in other counties of the state, has, I firmly believe, become a permanent adjunct of our common schools. The fact that so many have availed themselves of the advantages of this school and have been greatly benefited by its work, ought to be convincing proof that its service to our teachers, and through them to the schools, ought not to be questioned. Every true teacher is interested in whatever will increase her power and make her better fitted for the work in which she is to engage. Therefore those who are anxious to secure better positions, who long to do better work in the school room, who realize their need of further development, and who would be an honor to their profession, will most assuredly avail themselves of the opportunity to accomplish these ends. If education is the hope of our republic, then surely our teachers should be as well prepared as possible to educate our youth.

The effort in this county to induce teachers to systematize the work of the common schools by organization upon the basis of the manual, has resulted only in advantage. There has been a more rapid advancement and more symmetrical development of pupils, and greater efficiency and economy of time and strength of the teacher through better classification, more especially where the experiment has been made in good faith and with earnest purpose. The great drawback to general success has been the frequent changes of teachers, the migratory character and irregular attendance of pupils, and the general lack of interest and co-operation in the various districts. I am of the opinion that every school board should be required by law to adopt the course of study prescribed by the state superintendent, just as it is required to adopt a series of text-books, maintain school a certain number of months, or keep the schoolhouse in repair. Special attention will be given during the present year to the adoption of the course of study in all those schools that are working without it, and the teachers of such schools will be required to take such steps as may be necessary to put the classification system into effect.

It is gratifying to report much progress during the past two years in the matter of township libraries. All but one town have purchased books since the law was made mandatory. It is to be hoped that when the prejudice that exists has been dispelled, officers may see fit to discharge their duties without fear or favor, and that the general public may realize the inestimable benefits that may be derived from the libraries when brought to their own doors. Well-selected libraries I regard as among the most efficient aids in securing the real purpose of the school. Literature is indispensable to education, and it is one of the great mistakes of the past to ignore literature in school.

Circulars were sent to all teachers in the county urging them to fittingly observe Arbor and Bird Day, April 30, 1898. A part of the day was to be taken up with a literary program and the remainder of the day devoted to the cleaning up of the school grounds, and to the planting of trees, shrubs and flowers. Of the 162 schools then in session, 143 observed the day.

The teachers of all schools that were in session were urged to prepare programs for the proper observance of Memorial Day, in order that the day might not be uncommemorated. The request was generally complied with, 130 out of 162 schools having observed the day in some manner.

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The attendance upon our schools is not what it should be, neither in regularity nor punctuality. While some schools are worthy of special commendation in these respects they are many that are open to severe criticism for the small, irregular attendance and the lack of punctuality. Teachers have labored hard to improve these features, and though some improvements may be seen, yet the results are far from satisfactory. We will not be relieved from the annoyance attending such irregularity till parents as well as pupils shall be educated to understand the necessity of promptness and uniformity in our school system.

There is manifest among our teaching force a spirit of improvement and a determination to constantly strive to better their qualifications, and one of the effective agencies in this direction has doubtless been our teachers' institutes. The conductors assigned to us have rendered excellent service, and interest on the part of our teachers in these annual sessions offers no diminution. These institutes constitute about the only means whereby a very large proportion of our teachers is reached and inspired with the earnestness of purpose so needful for their success and the advantage of the pupils whom they have in charge.

It is hoped that the years covered by this report have been as fruitful in work beneficial to the schools as any of the preceding ones. The schools and school interests must grow from within and they must be their own advocates with the public. They must demonstrate their right to exist and be generously supported by the efficiency of the work that they perform. The prime factors of good schools are plenty of children, good school-houses, adequate appropriations, abundant supplies, sympathetic communities, competent officials, excellent teachers and skilled supervision.

While we have not been able to do all that we had hoped to accomplish, we feel that some progress has been made, and we enter upon the duties of the present school year with the firm purpose of doing all in our power to make the schools of this county more important factors in the making of good, intelligent citizens.

GREEN COUNTY.

JOHN ZIMMERMAN, Superintendent.

☞ In making my special report on the condition of schools in Green County, my thoughts led me to speak first of the most important factor in our school system, the teacher.

Green Co. has 120 county schools, 20 departments in villages under the supervision of the county superintendent, and 35 departments in two independent districts not under the supervision of the county superintendent, requiring a total of 175 teachers when all schools are in session. In giving these figures teachers in high schools are included. During the past school year these 175 positions were filled by 242 different teachers, of whom 16 held state licenses to teach, 38 taught on first grade county certificates, 47 on second grade county certificates, and the rest, 141, held but third grade county certificates.

Most of the changes of course have occurred in country districts, and among teachers holding third grade certificates. The 120 country schools were taught by 183 different teachers during the year; 31 of these schools had three different teachers during the year, while in 34 schools the same teacher was retained all the year. In this respect we are gaining. More teachers are now hired by the year than formerly. My report two years ago shows but 21 country schools in which no change of teacher took place during the year.

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Of those who taught in the country during the past year, 3 held state licenses, 18 held first grade county certificates, 37 held second grade county certificates, and the rest taught on third grade county certificates.

My report to the county board last fall shows 10 schools in the county in which the average attendance during the school year 1896-97, was but ten pupils or less. This has again been true during the school year 1897-98. There are about 25 or 30 more schools in which the average attendance during the year is less than 15 pupils. In these small schools people, as a rule, do not want to pay what a teacher, academically and professionally prepared to do a teacher's work, must earn. These schools really fix the minimum standard for teachers' certificates. Persons must be qualified who can afford to teach such schools. Instead, however, of qualifying but a limited number of such teachers, the law particularly prescribes that the standard of attainment fixed for a county shall be uniform throughout the county. This of necessity results in the passing of teachers' examinations of many more who are willing and can afford to teach for starvation wages than would be required to fill the positions in which starvation wages only can be secured. After certificates have once been secured the holders thereof are quite apt to apply for schools indiscriminately, and not infrequently those to whom the duty of filling the positions is entrusted will hire indiscriminately. Thus it happens that those who have spent time and money in preparing themselves for teaching may have to come down to the level of non-professionals, if they want to teach at all.

I don't mean to say that the non-professional teacher would be good enough for the small school. What I mean to say is that the small schools should be abandoned and thus the non-professional teachers made unnecessary.

I can report at least one district in which the new law providing for transportation of pupils into another district or districts, will be given a trial. I am very anxious that these provisions be given a successful trial, feeling sure that other districts will follow the example, if the trial is successful.

Our schools are now tolerably well supplied with needed apparatus. In some districts even unnecessary things are not wanting. We have in our average country school about 65 sq. ft. of blackboard. The furniture is generally satisfactory. We have, in the 120 country schools, 91 globes of various sizes and in various conditions, 58 reading charts, 41 language charts, 31 physiology charts, 25 general school charts, 100 sets of maps, and about 80 flags of the U. S. Our libraries, too, are growing steadily and are in many localities beginning to be looked upon as a most helpful and necessary factor in the educational system.

In painful contrast with the satisfactory appliances found in the school is only too often the condition of the schoolhouse itself, the lack of the observation of sanitary principles in its construction, the apparent carelessness and haste with which it was put up, the absence of any means for adequate ventilation, the overheated, sweltering atmosphere around the stove in the middle of the room, with cold sections in the remoter portions of the room. People believe even now, that when a country schoolhouse is to be built, no plans are required, that four walls, containing some windows and doors placed at distances from one another to suit the convenience of the builder, surmounted by a roof, will satisfy all the purposes of a country schoolhouse.

I believe that the law of the state should require some sort of supervision of the construction of new schoolhouses on part of the state or county superintendent, at least for all those hereafter to be erected outside of incorporated cities or villages. It is in country districts where such supervision is most needed, because there the conditions for building according to model plans, without some sort of compulsory require-

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ments fixed by law, are least favorable. I admit that it is not altogether useless to suggest and urge continually with reference to a stricter observation of sanitary principles in the construction of school buildings, but much of the energy wasted in this direction could be saved for other necessary work by a little judicious legislation.

I am surprised to find the average age of the country schoolhouse in Green county to be less than twenty-five years. I should have guessed it to be more than that. Basing on the statistics which show the average age of our country schoolhouse to be less than twenty-five years, we could predict, with the aid of an effective law requiring the construction of new schoolhouses according to plans approved by competent authority, the complete annihilation of the present unhealthy, unsightly country schoolhouse within the next twenty-five years, and the substitution therefor, everywhere, of model buildings. What a source of satisfaction this would be to those who are pained by the perpetuation of the present style of school building in spite of all their efforts to prevent it.

IOWA COUNTY.

EMMA C. UNDERWOOD, Superintendent.

In most respects the work of the past year has been very satisfactory. The standard of teachers has been noticeably improved. This may be attributed to the local institutes which have been well attended and to the fact that a larger proportion of the teachers have received normal school training. We have still an overplus of teachers but the number is decreasing. Unfortunately the wages show very little increase which makes the work of advancing the grade of teachers more difficult.

Considerable apparatus has been purchased and this of a more practical kind while more thought is given to the condition of school buildings as regards health and comfort.

There is no thought in Iowa Co. but of carrying out the library law to the letter, and the sentiment has become so established that I think no further trouble will be experienced. With the exception of two towns the county superintendent selected the books, and it seems there should be some plan of simplifying the work. It has become a great task to select such books that none may be duplicated in any district and it is to be hoped some plan may be devised to make the matter less complicated.

From my experience I think the laws relating to institutes and libraries have been successful and have aided in the advancement of the schools.

The use of the Course of Study is not so general as it should be but is steadily gaining. An effort was made to introduce a system of classification records into the schools which would necessitate the use of the Manual.

We hope to succeed in this the coming year.

Altogether the past four years have been productive of considerable good results.

JUNEAU CO.

M. L. BUNNELL, Superintendent.

Our schools are now with very few exceptions comfortably housed and each year adds to the comforts and conveniences with which they are supplied. The old, cold, uncomfortable log houses are now all gone.

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The old fashioned benches have mostly been replaced with patent seats, the home made and hand painted blackboards have largely given way to indestructible slate, and such other appliances as maps, globes, charts, etc., are much more common in the schools than they were a few years ago. The quality of such goods has been improved during the past few years and the prices greatly reduced. Stone boards that used to cost fifty cents a square foot can now be bought for ten. And the very best seats can be obtained for about one-half the price of five years ago. No school need now be without the necessary tools to work with.

Since my last report the standard required a third grade teachers' certificate has been raised so that the minimum standing now required is 50 instead of 40 as heretofore. I have long believed that this change should be made but never until last year have the conditions in the county seemed to permit it. This change has resulted in the dropping from the ranks of about ten per cent. of the third grade teachers and the reduction of about ten per cent. more to limited third grades. Those holding limited third grade certificates now will be required to obtain full third grades next year. It is not my purpose to issue a limited next year to any person now holding one. We must have better qualifications on the part of many of our teachers, and the quickest and surer way to secure them is to require them in examinations.

The people who attend these teachers' examinations are nearly all students in our high schools or persons who have been students in them. Many of them are graduates of these schools and it is a fact worthy of notice that in quite a large proportion of cases these graduates and members of graduating classes fail to obtain standings which entitle them to third grade certificates. This should not be so and need not be so. The school board in the city of Elroy requires that every graduate from its high school shall obtain a second grade certificate before a diploma will be awarded, and in my judgment it was a wise action and has had much to do in improving the average scholarship of its graduates. It may not turn out as large a product as it did before but the quality of its product is better. I would recommend that all our high school boards follow the example set by Elroy at least to the extent of requiring a third grade certificate before graduation. A graduate who cannot get one certainly reflects no credit upon his school. He has not obtained what the course in a high school may reasonably be expected to furnish him.

KENOSHA COUNTY.

WILLIAM GRIFFITH, Superintendent.

I am glad to report that the public schools of Kenosha county are, on the whole, increasing in efficiency. I am sure that the most of our teachers realize, more fully than ever, the nobleness and dignity of the teaching profession. My judgment is formed from the following data: (1) Greatly increased use of our "*Teacher's Library*;" (2) Attendance at the midsummer and autumn institutes; (3) Great interest shown in our local meetings, of which we have held fifteen.

Condition of Houses. In most of the districts, the houses are rather old but fairly comfortable. One house has been condemned. In a few districts, the outbuildings are in a shameful condition. I shall order repairs and removals whenever necessary. A few of the newer houses are constructed so as to secure proper ventilation.

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Grounds. Owing to a very general and enthusiastic observance of Arbor Day, there is a marked improvement in the appearance of the school grounds.

Local Meetings. I feel thoroughly good over the success of our local meetings. Topics are assigned; discussion follows; each feels free to speak his mind or ask for help; experiences are compared, while last, but not least, the social feature, bringing teachers into acquaintanceship and encircling all with the band of friendship and sympathy.

The Manual. Our teachers are more and more guiding their work in accordance with the suggestions set forth in the Wis. Manual.

Wages. I am sorry to say that the wages paid in many districts are too low. This fact is due mostly to the willingness of beginners to teach for low wages in order that they may get a start. Again, the number holding certificates is many greater than the number of schools. Here the law of supply and demand operates. At the same time, teachers of ability and experience receive fair wages.

School Furniture and Apparatus. Most of the houses have modern seating. As a rule most are supplied with outline maps and globes, things highly useful. Every district has a reading chart, a concern of little or no use in teaching reading. I have warned districts about buying school supplies of any but reputable houses.

Diplomas. On Feb. 24-25, 1898, seventy-five pupils wrote for diplomas, fifty-two securing the same. By special arrangement, a diploma admits the holder to the Kenosha high school.

Text-books. In the great majority of our schools out-of-date and back-number text-books are used. This defect is set off partly by the use of the school library.

Libraries. The library is an established fact and an integral part of the school life of teachers, parents, patrons and pupils. Comparing conditions of twenty-five years ago with those of to-day, I can see that the library law is the greatest force in the betterment of our schools.

Enrollments. In one district there is an enrollment of four, in another of five, twelve in a third, while quite a number have under twenty. This is due partly to consolidation of farms, wealthy men buying large tracts of land. Private schools take many. As to remedies, I have none. In some districts the number of children is increasing. It seems as though all passed through periods of increase and decrease, cycles of change.

High Schools. The high school idea is rooting more deeply. The people of Wilmot have adopted the graded system, a step towards the establishment of a high school.

Free Text-books. Free text-books are slowly gaining ground. Our people are beginning to see that free books are the logical outcome of free schools, as much so as free crayons, free wood and free teachers.

Desirable Changes. To me it seems desirable: (1) To fix a minimum age limit for certificates; (2) To allow no granting of a third grade certificate more than three times to the same person; (3) To repeal the law regarding transfers of certificates.

LA CROSSE COUNTY.

C. E. LAMB, Superintendent.

In addition to my statistical report sent you in August, I wish to say, that very encouraging progress is being made by the schools of the county. Teachers are anxious to learn better methods and to improve their scholarship. School boards and patrons are taking more intelligent

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interest in their schools and demanding better trained teachers. Teachers of experience and success command good wages compared to what they received a few years ago. Most school officers refuse to employ inexperienced teachers, and consultation with the superintendent has helped to place the best teachers where they could do the most good, as well as receive the highest wages. In many districts a first or second grade certificate is required and this, with the examination fee has helped to increase the number who write for higher grades. There was a decided increase this fall in the number writing for second grades, and most were successful.

The Institute fund has made it possible to hold more institutes and longer ones.

During the winter and spring the teachers are organized into local circles for the study of pedagogy and discussion of school room problems. All teachers are required to attend a given number of these meetings and do their part of the work.

The number of large boys and girls who continue in school has been largely increased by having public graduating exercises. Not only are these pupils held in school long enough to complete the course, but they continue their studies in some of the high schools. There has been a great improvement recently in the school buildings of the county. Five new ones have been built, all modern structures, and many others have been repaired and put in good condition. I know of no school now that will not be comfortably housed this winter. This is largely the result of persistent effort on the part of the superintendent to create a sentiment for better school buildings.

All the high schools in the county now have four year courses, the last two having made the change this year. The educational exhibit at the county fair attracts wide attention, and large audiences listen to the declamatory and oratorical contests. The Manual is now used by the teachers for daily reference in planning their work and is followed closely. Classification records are carefully made out and placed in the register at the close of the teacher's term and a copy sent to the superintendent.

A better class of text-books is being used, especially in language. The schools are well supplied with charts and apparatus, except that more maps and globes are needed. Arbor and Bird Day, and Memorial Day were generally observed with appropriate programs. Teachers are taking more interest than formerly in Arbor Day, and considerable "Nature Study" is done in connection with the observance of this and Bird Day. Books and papers giving information on these subjects are in demand.

Educational papers are found on every teacher's desk, many taking two periodicals regularly. These things all point in the direction of progress, and better things for the country schools.

LAFAYETTE COUNTY.

J. H. NATTRASS, Superintendent.

I have to report that public interest in education in Lafayette county is growing steadily and that improvements are to be noticed in the better preparation teachers make for their work and in the better condition of school buildings and their equipment.

Referring to my last Annual Report, I find that there were 7,361 children of school age in the county and that nearly 90 per cent. of the number attended public or private school at least the minimum time. The

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average wages paid to male teachers was \$41.36, to female teachers was \$25.91 — a slight increase over former years.

During the past school year, 17 normal school graduates taught country schools in the county as compared to 5 similarly employed the year before. I consider this a favorable sign for our elementary schools. I have tried to encourage school boards to encourage the application of trained teachers by offering sufficient financial remuneration. The little success I have had in the past leads me to hope that finally our teaching force may be of those who have made preparation for the work and who intend to make teaching their life's work.

I have found that one of the chief causes that contribute to keep teachers wages at the minimum amount is the comparatively large number of country schools that enroll but a small number of pupils. There were 32 schools that did not enroll more than 10 pupils during the last year. It is impossible to induce school boards to pay good wages for the teaching of a few pupils, and the best qualified teachers do not care to teach such small schools even if the wage consideration were eliminated. I am inclined to believe that in some of such districts the power given to electors to authorize the board to suspend the school for such time as they may deem expedient, and to provide means of transportation to and from a central school, could be advantageously used. The central district could afford to offer good wages to well qualified teachers. In thus reducing the number of schools, I believe a stronger school sentiment could be aroused and maintained.

The proposition to consolidate districts and reorganize under the township system, is also worthy of serious consideration by all friends of the common schools.

I take pleasure in reporting more general improvement in school property than during any two previous years of my incumbency in office. A new high school building is nearing completion in the city of Darlington. The estimated cost is \$14,000, and when completed the accommodations for the school population of the district will be quite ample. A graded school building of two departments was erected in District No. 1, New Diggings, and two country schoolhouses were also built during the year, 1897. The total amount expended on building and furnishing schoolhouses during that year was \$18,814.52.

At this time three new country schoolhouses are in course of erection and several graded and country schools are being remodeled and enlarged. The graded school at Benton has been reorganized and will hereafter be a high school. The three other high schools in the county are making satisfactory progress.

I find the best investment of the moneys accruing from the examination fees is in lengthening the term of the Annual Institutes and by increasing the faculty of the same. We have tried the two-day Institutes and the results do not justify the expense. We have just closed a two weeks institute conducted by a faculty of four members and I believe greater good has resulted than from all of the two-day meetings we have had. The total enrollment reached 150 with an average attendance for 10 days of 114.

We still continue our local institutes during the winter months and 21 such meetings were held last year. The county is well organized under the literary lyceum plan and I find much good results from the coming together of the young people attending school, the young people just out of school and the interested older people of the districts.

The graduating exercises in connection with the granting of common and graded school diplomas have resulted in increasing numbers of young people completing the courses of study.

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Lectures are furnished in country districts by the members of the State Normal School at Platteville. The interest in this form of school extension does not abate and is now considered a part of our educational system. To Dr. McGregor must be given the credit for affording us the opportunity to organize the system in this county.

Great interest has been aroused in certain lines of school work by the establishment of an educational department at our county fair, and for the maintenance of which the County Board appropriates the sum of \$200 annually. Liberal premiums are offered for meritorious school work and on school children's day, oratorical and declamatory contests are participated in by the children of all grades of schools in the county.

In conclusion I would say that the more thoroughly I become acquainted with the people of the county, the more I am convinced of their abiding interest in their schools.

MARINETTE COUNTY.

R. C. RAMSAY, Superintendent.

Free text-books. Seventy-five per cent. of all the districts in the county furnish free text-books and all needed material to the pupils. This plan has been in use in many districts for a number of years and proves very satisfactory. The children are all provided, the poor as well as the rich, with the books they need, and just when they need them and at least thirty per cent. cheaper to the district than if bought by individuals. Where the system is not in use, many of the children are not provided with books and material with which to work and their progress as well as that of the school is thereby seriously retarded. The plan is being adopted by more districts each year. It calls for more care on the part of teachers and school boards in looking after the books; but we are sure that the best results in school work are obtained by this system, and we hope to see it adopted by every district in the county.

Teachers. Of the number of teachers engaged the past year, two are graduates of the University of Wisconsin; two are full course graduates of our State Normal Schools; seven are graduates of the State Normal Teachers' Course, and twenty-five others have attended Normal Schools, so that half of our teachers have had more or less Normal training. Eighty-three per cent. of all engaged, held their positions a year and nearly thirty-three per cent. were re engaged for the coming year. Compared with former years this is a very good showing. It is pleasing to note that one-half of our teachers have had Normal training. It would insure far greater progress if all had professional training. It is also encouraging to note that school boards are engaging teachers for longer terms than formerly. A teacher worthy of a place should be engaged for a year. The obstacles in the way of progress in our rural schools are: 1st. The employment of too many untrained teachers. 2nd. The frequent change of teachers. 3d. The irregularity of attendance, and 4th. The lack of close supervision. Experienced teachers who are graduates of our State Normal Teachers' course can now be had for wages ranging from \$35.00 to \$45.00 per month. Many of our country school boards are paying these wages, but some make no effort to secure trained teachers. One who has spent two years in special preparation for teaching is certainly to be preferred to one who has not. A person

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with a good general education may not know any more about teaching than a person with a good general education knows about doctoring. Other things being equal, it is much better to pay \$40.00 per month for a Normal trained teacher and have school but six months in the year than to pay \$25.00 to an untrained teacher for ten months. The purpose of our schools is to train the children mentally, physically and morally -- to mould character -- to fit for citizenship. Such training cannot be accomplished by teachers who have not made special preparation for their work.

The same good common sense is not always exercised in engaging teachers that is shown in other business transactions. There is an idea prevalent that most any one can teach a small district school. If a farmer wants his finest colt trained, he is just as anxious to secure a skilled horseman for the one colt as though he had forty to train. Why do parents not want as good a teacher for their child who attends a school of ten or twelve pupils in the country as if he attended a school of forty or fifty pupils in the city?

So long as our rural school districts are willing to engage so many untrained and inexperienced teachers to practice upon their children, teachers that the cities will not engage, just so long will the condition of our country schools fail to improve. I would recommend that the country districts secure better qualified teachers and if necessary pay them better wages.

OZAUKEE COUNTY.

PETER R. KUNNY, Superintendent.

I am glad to report that our schools show a steady improvement, due to the greater efficiency of the teaching force and the increasing public interest in school matters.

Although the number of children of school age in the county has decreased slightly, yet there has been a marked increase in the number of children attending public school as well as in the average daily attendance.

Teachers' wages have changed but little for the better the last year—male teachers receiving a trifle less, and female teachers a few dollars more per month, than the previous year.

Six districts report the furnishing of free text-books to pupils. The people of these districts are very well satisfied, and present indications are that other districts will furnish free text-books in the near future.

But a small amount of money has been expended for school apparatus and furniture. Nearly all of the larger districts are pretty well supplied in these respects, while the smaller ones are very slow in making any improvements.

In districts where there is a total of less than fifty children of school age from year to year, the school is almost invariably a poor one. Here are found cold, poorly ventilated, and otherwise uninviting schoolhouses, very little apparatus, and that of the poorest kind, and the cheapest teachers that can be had. My observations seem to show that best results can be secured in districts where the number of school children is on the average about one hundred, or more. A strong teacher may arouse some enthusiasm in a small district but it seldom lasts.

Arbor and Bird Day was observed in all schools of the county that were in session at the time. Not as many trees were planted as in the previous year because many of the school sites are now well supplied with them.

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All the town clerks complied with the provisions of the township library law.

Besides three meetings held under the provisions of chapter 331, laws of 1895, four local meetings were held with good results.

I think it advisable to reduce the demand for untrained teachers by consolidating small districts, to make teachers' examinations uniform throughout the state—certificates to be granted without a time limit; and to establish a special grade of certificate for primary teachers.

PORTAGE COUNTY.

STACIA LIVINGSTON, Superintendent.

Among the schoolhouses of this county there is the old time log house and the modern brick building, heated by a furnace and well ventilated, but the majority are neat and comfortable frame buildings, that are usually kept in good repair. The worst feature of these buildings is the lack of any means of ventilation except windows that in many cases will not let down from the top. This year many old schoolhouses are being repaired, and seven new schoolhouses are in process of construction. Three new districts have been formed, which will make a total of 106 schoolhouses ready for the coming school year.

The text-books in many of the schools are so badly mixed and in some instances of so old a date that they fall far short of meeting the needs of the pupils. In my visits I have found reading classes of seven and eight members with not more than two or three readers alike in the class. The attention of school officers and patrons has been called to this matter and a uniform set of text-books recommended. Several schools have secured a uniform set of books. In others the teachers are doing away with this lack of uniformity in reading classes by the use of some of the five cent classic series.

A renewed interest seems to be felt in the township libraries since the books remain a permanent district library. The books have been purchased and distributed in all of the towns, and many districts have provided neat and convenient book cases. The use of these libraries to supplement the text-book work in our schools has been made a special feature of the institute work, with good results. As a rule these books are read with interest by the pupils and parents in all English speaking districts. In the foreign districts more depends upon the teacher, but in most of these schools the older pupils read the books and show much interest in their reading.

Last year an attempt was made to popularize the course of study by graduating exercises in one of our graded schools. A pleasing program was given by the six graduates and much interest shown in the occasion. This year thirteen pupils were successful in passing the examination, and exercises were held at three different schoolhouses. By this means I aim to awaken a new interest in the schools throughout the county, and start a good sentiment toward the grading of the schools.

PRICE COUNTY.

GEORGIA BEVER SOULEN, Superintendent.

The district system prevails in all but two towns of this county.

Schoolhouses in general are good, commodious frame buildings, comfortably seated, heated and lighted. Not all have special provision for ventilation.

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Text-books are furnished free in all districts and apparatus has been most abundantly, though in some cases, not altogether wisely, supplied.

The flag law has been quite generally observed, and the stars and stripes are prettily draped on the walls in many school rooms. In a few districts a flagstaff has been erected on or near the schoolhouse and the flag displayed only on days of special significance.

Arbor and Bird Day and Memorial Day have been regularly observed. The exercises, selected from circulars furnished by the state department, have been of a public character and are always an interesting feature of school work. The inspiration created by Arbor Day work has resulted in a generally neat and attractive appearance of the school grounds. In some districts the "clearing up" process has extended beyond the school grounds to the adjacent road. Brush, weeds and all else unsightly are destroyed and stones removed. This work has been commenced on or before Arbor Day and continued during the term.

Last year all town clerks complied promptly with the Township Library Law, the majority leaving the selection of books to me. We were thus enabled to place in each school the books which seemed to be most needed. They are much used by the teachers for reference and supplementary work and most eagerly read by the pupils. Book cases have been provided in the greater number of schools. Where there are none, the teachers have improvised shelves with curtains, so that books are properly cared for when not in use.

All schools are organized under the Course of Study and great effort is made to keep up the classification and induce pupils to remain in school until they have completed the course. In 1893 there were but three who had received common school diplomas. During the past five years there have been fifty-seven more, twenty of whom finished the course last year.

Our one free high school, having a four years' course, graduated a class of eight. The common schools are now becoming tributary to the high school to some extent, while several high school graduates have entered higher institutions of learning.

The home supply of teachers having been limited during past years, the greater number came from other counties. For the most part they were experienced and did good work.

Naturally, we looked forward with some apprehension to the time when the schools would be mainly in charge of our own young teachers. That time has now come; and it is most gratifying to be able to say that our young and prospective teachers lose no opportunities that will assist them to better prepare themselves to do good work.

They are faithful attendants and earnest workers at institutes and summer school.

A few have already received the benefits of normal training and others are planning to attend normal schools as soon as their circumstances will permit. They are familiar with the manual, take one or more educational magazines and many have been pursuing the state teachers' reading circle work or some other course of study. Of course we have some poor teachers; but they are few who are not striving to improve.

The result of examinations shows an improvement in the attainments of teachers and an increasing number of second and first grade certificates granted.

Wages on the contrary are decreasing, owing to the great number of applicants for schools.

Until last year, our independent institutes were necessarily of short duration in consequence of a comparatively small fund. It seemed to us, that, considering local conditions, a longer session would be the most

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profitable. With the kindly co-operation of the state department, we were enabled to have a combined state and county institute lasting two weeks. The work was outlined to meet the needs of young and prospective teachers, who were the majority in attendance. The results were highly gratifying. An evening lecture was also given in connection with the institute. It was well attended and much enjoyed by all present.

The institute was immediately followed by a five weeks' term of summer school. This was the second year of summer school work in the county. It has proved so helpful to those in attendance that its permanence and future patronage are assured.

An educational exhibit has been a prominent feature of our county fair for the past three years. Though some of the work is necessarily crude and proper material not always available, yet the display has been creditable and always attracts much attention.

Teachers say that the enthusiasm aroused by the fact that "our school took some premiums," conduces to better general school work.

Carefully selected books have been awarded as premiums.

Though we have many conditions favorable to good work in our schools, and there is a growing tendency to retain good teachers from term to term, in some districts the best possible results cannot be attained, owing to short terms and irregularity of attendance of the pupils.

SAWYER COUNTY.

MRS. W. H. GUY, Superintendent.

There seems to be a steady growth along educational lines throughout the county. More attention is given to the qualifications of a teacher. Last year no teacher was employed in the graded schools unless holding a second grade certificate. This year a first grade certificate is required to qualify for positions in graded schools. The county teachers are high school graduates or have had a little practice at the normal school. The quality of our teachers is steadily improving and the number of second grade certificates granted, from year to year, increasing. While all of our schools are not graded as they should be, I am doing what I can toward having this accomplished, by urging teachers to use the Manual as a constant guide, and by using it in part as a basis for teachers' examinations. The law providing for the displaying of the American flag is being observed quite generally. The children recite patriotic selections and sing patriotic songs. I have had the teachers teach the song "America" during opening exercises this year. Arbor and Bird Day exercises were held in nearly all the schools in the county. Programs were sent to me by request.

SHAWANO COUNTY.

L. D. ROBERTS, Superintendent.

There have been no radical changes in the general plan of school work in Shawano county during the year. The Manual, issued from your department, has constituted the guide for teachers in grading their schools, the suggestions in other particulars being followed so far as circumstances permitted.

The system of records previously in force, whereby school boards, incoming teachers, and superintendent are kept advised as to the organi-

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zation of the schools and the exact advancement of various pupils therein, is still in force, and gives satisfactory results.

The village of Leopolis has established a graded school of two departments, and a two-story brick building has been planned for its use.

A new district has been organized in the town of Seneca, while No. 2 has been discontinued and its territory attached to adjacent districts. No. 4, of Pella, has been similarly dealt with, a part of its territory going to the Leopolis district and the remainder to that of the village of Pella.

A graded school of two departments will be opened in September at Eland, where a new two-story brick building has already been completed for its occupancy. An additional department will also be added to the Wittenberg school.

In general, school interests seem to be progressing satisfactorily in the particulars mentioned. There is no doubt, however, that the efficiency of our schools is seriously interfered with by the frequent change of teachers, especially in the country schools. It is evident that this will continue so long as immature persons are permitted to pose as instructors. When either public sentiment demands or legal restrictions require the same maturity for the teacher of a country school that it does in the professions, the teachers of these schools will be able to command the respect due the teacher's vocation, and permanence will necessarily follow.

In certain respects, the statistics of '97 and '98 compare favorably for the latter. There has been a slight falling off in the attendance of pupils between seven and thirteen, considering the entire school population, in private schools; the public schools have gained, however, not only in the per cent. of those of compulsory age, but in the per cent. of enrollment for the entire school population.

Nevertheless, the public schools in a few districts, are occasionally somewhat hampered by a portion of their membership being in attendance at private schools two or three days of the week, thus breaking in upon the continuity which is so essential to the thorough mastery of a subject. It is very desirable that some arrangement may eventually be made whereby pupils, while members of the public schools, may attend them continuously. While this is a matter of serious moment for the pupils, its proper adjustment rests with the patrons themselves.

The library law is not regarded with favor in a few localities. This is most manifest in those districts where the home language is not the same as that taught in the public schools. In the localities to which reference is made, it usually happens that the children in attendance at the public schools are young, or do not have a sufficient mastery of the English to enjoy reading the library books.

The opposition is based largely upon considerations of immediate utility. "Of what use," it is asked, "to accumulate books that neither the children nor the adults of the community read?"

In one town, that of Lessor, as the law now stands, the town treasurer must withhold eighteen or twenty dollars annually for the library, for children who reside in other towns, but who are in joint districts with schoolhouses in Lessor.

As certain districts of Lessor get no counter-balancing return, some friction has been caused by an attempt to secure equity by what seem to be sensible though illegal methods.

Lists for prospective graduates from the common school course were sent out as usual. These lists are sent to all schools no matter whether they were prospective graduates or not. The plan seems to work well. It stimulates the ambitious and enables all to get a clear conception of the range and worth of the common school course. The country and

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the village schools are now becoming what they should be; namely, directly tributary to the high schools.

The present high schools, three in number, were established more especially for the needs of local pupils, no direct provision being made for promiscuous attendance. In two of these schools, Wittenberg and Shawano, the limit of accommodation has probably already been reached. In the latter, fully thirty-three per cent of the enrollment comes from country districts.

Certain of our graded schools will eventually establish high schools. Even now, that of Tigerton, where four teachers are employed, should be considering the feasibility of maintaining a three years' course free high school.

In conclusion, the tendencies for Shawano county may, perhaps, be summarized as follows: first, an inclination to treat the provisions for the establishment of township high schools as impracticable; second, a movement to consolidate districts; third, a sentiment favoring the establishment of graded schools of two departments in the small villages.

SHEBOYGAN COUNTY.

GEO. H. DREWRY, Superintendent.

Sheboygan county schools are, as a whole, in a healthy and progressive condition. They have shown marked advancement during the past year which I attribute to one or more of the following reasons: Several school boards demand that the applicant must have some professional training before they will consider the application. A higher standard is required for teachers' certificates. The hiring of teachers is for the entire school year instead of for one term, then changing for a "cheap" teacher for the spring term. There is a material increase in wages, particularly of women. This has brought back into the profession several efficient lady teachers who had pursued some other vocation on account of low wages.

Township libraries, Arbor and Bird Day, Decoration Day, and flag raising exercises, all have called the people's attention to their schools and schoolhouses and in many instances repairing and reseating is the result.

Three new schoolhouses are in course of construction to replace old ones. One district has been divided and the steps to form a new district are under way.

Four-fifths of the teachers hired for the ensuing year have contracts for the entire school year. The salaries for female teachers range from \$10 to \$25 per month. Male teachers from \$18 to \$33.

I would like to see legislative action making fewer inspection districts thereby lessening the number of examinations and limiting the number of years an applicant may teach who holds only a third grade certificate.

WALWORTH COUNTY.

LILLIAN B. WEBSTER, Superintendent.

In my school visitation it has seemed to me that one of the greatest needs of the schools is better equipped teachers. This condition can be brought about only when school boards realize fully their duty and responsibility in this matter. They should realize that, even though most

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of the children are small, the work of the teacher is just as responsible and, perhaps more so, for nowhere is the need for good teachers greater than in the primary work of our schools. In addition to being a good primary teacher, it is also necessary that the teacher be well qualified to teach any of the branches required to be taught in our country schools. Not infrequently is the complaint made by the older pupils in the schools that they can learn nothing and so remain away from school. School boards should do all in their power to hold all the pupils in the schools just as long as possible.

Another thing that is very trying and often unnecessary is the great number of requests that come to the superintendent for private examinations. There would be very little need for these examinations if school boards would follow the law and hire none but legally qualified teachers.

No new schoolhouses were built during the year. Some repairs were made.

No single subject, perhaps, is so shamefully neglected as the condition of the outbuildings connected with our schools. Teachers have looked surprised when it has been suggested to them that they had a duty to perform in the matter. Their duty should begin the very day school begins and should not be considered as completed until the last day has passed. In most cases repairs were promised when suggested.

Within the past year it has become possible to say of the towns of Walworth county that all have complied with the township library law, although all town clerks do not purchase the books each year. In very few of the schools has any provision been made for properly caring for the books. This is to be regretted, for it has a tendency to inculcate in pupils habits of carelessness in the preservation of public property. While many of the teachers appreciate the value of these books a few of them are utterly ignorant of their value and possess very little appreciation of a fine piece of literature.

Many districts have not yet complied with the law relating to the purchase of a flag. The attention of school boards has been called to the matter and it is to be hoped that ere another report is made all will have done so.

School boards and patrons are very neglectful of their duty in the matter of school visitation. In many districts none of the members of the board ever enter the school-room during the time the school is in session.

The attendance at school is very irregular and parents do not seem to realize their responsibility in the matter. An irregular attendance hinders the progress of each pupil and the whole school.

WAUKESHA COUNTY.

J. K. LOWRY, Superintendent.

I desire to commend the examination fee of one dollar. Candidates for certificates come better prepared than formerly, fewer persons take the examinations just as an experiment and more attempt to get second and first grade certificates. Several of our teachers have taken the county superintendents' examination and secured life certificates.

What we need more than any other one thing is a better equipped teaching force. We can have this only when our school officers realize that a small school and young children require as good a teacher as larger schools or older pupils. Many improvements have been made in

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schoolhouses and grounds. Several new buildings have been put up and Waukesha is now erecting a large and substantial high school building.

The school libraries where intelligently used are proving of great value. In some districts books do not get proper care, indeed in a few there are no cases for them, but where teachers know good books and appreciate the value of literature pupils soon learn to respect books and care for them properly.

As a rule teachers in this county are live and energetic, communities are interested and willing to support good schools. I have found the people very willing to respond to any reasonable request. This county is too large for one man to give the close supervision to school work that is necessary.

The state department lends material aid in awakening interest in school work through its circulars, letters of information and institutes, and I think that I can state without exaggeration that the condition of the schools of Waukesha county is improving, that our buildings are better and our teachers are taking more real interest than heretofore, and that patrons appreciate that interest. Much remains to be done to render them fully efficient.

WAUPACA COUNTY.

D. F. BURNHAM, Superintendent.

The schools of this county are in a prosperous condition and public sentiment demands still further improvement.

The cost of new buildings erected during the past year exceeds 25 per cent. of the entire valuation of school property in the county. School furniture is good in nearly all schools, and the apparatus is fair.

Arbor and Bird Day was observed by nearly all schools in session at that time, and many trees were planted. This feature of the exercises is being discarded by some, as experience has shown that it is the exception and not the rule for a forest tree transplanted in the ordinary school-ground to survive the summer. We think the purchase and planting of trees started in a nursery should be recommended by the department in the Manual.

The one dollar fee produces a fund in this county, sufficient to provide for about four weeks of institute during the year.

Three one-day institutes were held in January and February in different sections of the county. They were well attended by the teachers of those sections. The conductors all belonged to the institute corps. The work was of such character as would stimulate teachers to adopt better methods of teaching. Subsequent visits fully justified the holding of this kind of institute during the winter term.

A very large and enthusiastic gathering attended the county association in May. Miss Mary E. Tanner, Art Instructor in Stevens Point Normal School, had been invited to present a paper. This was so well received that her services were secured for the longer institute held in July and August. For two weeks she devoted her entire time to classes in drawing and clay modelling. More than one hundred teachers embraced this opportunity to take a course in drawing in which the practical side of the subject was emphasized. Many declared their intention to teach drawing in their next school, some of whom had taken a course of drawing before, but had not applied it in teaching. At least one

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school board was so favorably impressed that the subject has been added to the school curriculum for the coming year.

The great need of mental arithmetic in the schools was urged upon the teachers at the institute and Prof. Hewitt was assigned the work of conducting a class in this branch and also directing the teachers in the best methods of teaching arithmetic in the several grades and "Forms." During this session of three weeks, work was conducted in all branches required for any grade of county certificate and in psychology. The average attendance was above one hundred eighty.

There are, in the county, more teachers than schools and more than there should be. At the summer examination one hundred forty certificates were issued; the number issued one year ago (the last examination of our predecessor) being one hundred ninety-five. This condition confirms our opinion that a board of examiners should be appointed in the county, as there is in the state, to examine applicants for certificate and recommend the issuance of certificate to those that are considered competent. The examinations could be conducted by different members of the committee at several points in the county on the same day. Such a committee would do much to raise the standard of teachers, especially in political years.

In counties having more than one hundred fifty teachers, the law requires two examinations each year to be conducted in each examination district comprising not more than four townships. There is in some counties to which this law applies no necessity of so much time being devoted to teachers' examinations. The time of the superintendent might, in our opinion, be more judiciously spent in performing other duties.

One result of the one dollar fee of applicants for certificate is the great increase in the number who write for common school diplomas. Few beginners now write for certificate without having tried the examination for the diploma. Forty-six diplomas were issued last winter and spring.

WAUSHARA COUNTY.

CHARLES T. TAYLOR, Superintendent.

The schools of Waushara county and educational interests seem progressive, active and well grounded.

The teachers in general are securing higher grade certificates by attendance at the state normals and other institutions of learning. Their zeal and considerate attention in this direction bespeak for them success. Our summer schools for teachers have been of considerable assistance in this direction. I heartily endorse the work they have done.

However, there are teachers in this county who are willing to allow the advantages for improvement to pass by without availing themselves of such advantages. I am glad to report this number — *few*.

Our institutes have done, and are doing much to stimulate the teachers to activity along the lines of professional methods and system in teaching. The effect of this good work is seen in the every day school work of many of our teachers.

Loose and irregular methods have given way to approved and skillful methods. As a consequence time has been saved and the systematic development of pupils more advanced.

There is but one high school in the county, the one at Plainfield, but the state normal schools at Oshkosh and Stevens Point are in easy

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access, therefore, advantages for professional training are within reach of all. The number attending these normal schools from this county increases each year and as a result many of our teachers have had normal training.

School buildings are generally in good condition throughout the county, however, I find that nearly twenty-five per cent. of the school-houses are without a sufficient amount of good blackboards. Most of the districts have a surface of slate blackboard but there are cases where they haven't enough and in other cases it is placed so far above the floor that it cannot be conveniently used by a majority of the pupils. District boards and teachers fully realize these facts and are working along lines which will bring the desired result.

School premises have received considerable attention during the past year. Arbor and Bird Day celebrations have done much to bring about this beneficial improvement.

Brush and rubbish have been cleared away; flowers and trees planted; tasty decorations made; wood-houses built and other needed changes as results. Interest in this direction has given rise to zeal and diligence in connection with appearance and condition of schoolhouses and premises.

Diploma examinations were held during the winter term of school at four different and convenient places in this county, as a result of these examinations twenty-two persons graduated from the common schools and received their diplomas. Interest in this direction is doing considerable toward making the work in the schools systematic and complete. Desire on the part of pupils to complete the course is more marked each succeeding year.

Institutes and lectures in accordance with chapter 331 have been held in five different places in the county and it appears that much good has resulted from them. These have done much to bind together and build up the educational interest among parents, teachers and pupils.

The township libraries are developing a taste for good reading and work in this direction flourishes.

REPORTS FROM CITY SUPERINTENDENTS.

APPLETON.

CARRIE E. MORGAN, Superintendent.

We have four buildings containing nine rooms each, one containing ten, another eleven, another twelve, and two containing two each, making a total of seventy-three rooms. There are forty-eight departments outside of the two high schools. We have at present one kindergarten and three more will be added this fall. We have two high schools, the Ryan and the Third Ward. The Third Ward high school occupies a portion of the Third ward building. It has three courses of study: The Modern Classical, General Science, and English. It has a fine library containing about 2,000 volumes. Rhetorical work is a regular feature, and there is a literary society in connection with the school.

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The Ryan high school occupies a building by itself. It has five courses: The Classical, General Science, English, Commercial, and Manual Training for both boys and girls. The library contains over 1,900 volumes. The school is well equipped with apparatus for teaching the sciences. In addition to the regular rhetorical work there is a literary society which is a great help to this department.

Eight years of work are required before entering the high school. The grade work includes all of the common branches with the addition of considerable science work and extra work in literature. Music has long been a special feature of our schools from the lowest grades through the high school, and excellent work is done in that line. Three special teachers of music are employed. Drawing is taught in all of the grades up to the high school. There it is taught only in the Manual Training course.

The coming year a special teacher will be employed in nearly all of the schools, who will also have charge of the work in penmanship. The vertical system of penmanship will be used. The past year physical culture was introduced into all of the schools. It is a regular feature of all the grades even through the high school. Two special teachers are employed in this branch.

All of the ward schools except one have small libraries of their own. Each building is also provided with one or more pianos and some organs. Each ward building has an assembly-room for public exercises. All of the schools are provided with electric fire-alarm boxes, and in the fall all of the schools will practice fire-drill.

Our janitor service is excellent. All of the buildings and grounds are kept in fine condition.

We have in Appleton a school for the deaf which was organized two years ago. The oral method of teaching is employed and has proved to be most successful.

The qualifications of our city teachers during the past year have been as follows: Life certificates 4; state certificates granted on diplomas 15; state licenses granted on diplomas 3; first grade certificates 17; second grade 18; third grade 2. The teachers of music and other special branches hold diplomas from schools fitting them for that kind of work. The spirit shown by the teachers in working to raise the grade of their certificates has been very commendable.

Our school boards have been very considerate in supplying the schools with all necessary apparatus. No reasonable request is ever denied.

In nearly all of the wards the conditions for good work are excellent. One our wards is crowded for room, but we hope before very long to have this difficulty removed. Our greatest need at present is to have a union system of schools, so that all of our schools could have equal advantages, and there might be perfect uniformity in school work.

ASHLAND.

B. B. JACKSON, Superintendent.

The past year has been the most successful one in the history of the public schools of Ashland not only on account of the work actually done but on account of the introduction of plans and policies the carrying out of which will greatly add to the efficiency of our schools. While the whole number of pupils enrolled does not greatly exceed that of the past few years, the average number belonging and the average daily attendance have noticeably increased. This increase in attendance has

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necessitated the renting of halls and offices for school purposes. The board therefore has taken steps toward providing additional school buildings, one of which — a six room brick building — will be ready for occupancy this fall.

During the winter and spring ward meetings of parents and teachers were held at the various schools and a general meeting for all interested in the school work was held at the high school the evening of May 6. These meetings aroused considerable interest and were productive of much good. The school committee of the Monday Club — women's club — visited the schools and took an active part in the meetings. This committee rendered valuable aid to the superintendent and called the attention of the taxpayers to the material needs of the schools.

Though the high school is somewhat cramped in its present quarters, every effort is being made to hold the pupils through the high school course particularly the boys. Not quite one-third of the pupils there enrolled are boys. Our high school is small in numbers, 138 in a school population of 3,488.

We look forward to a better year with aroused interest and an improved school sentiment.

EAU CLAIRE.

OTIS C. GROSS, Superintendent.

In the last two years eleven new rooms have been opened and a drawing supervisor has been engaged. Last year some \$23,000 was spent for building and repairing. At present an addition of two rooms is about to be made to one building, and our board of education is negotiating for a site, expecting to build a new eight-room building next summer. Among the additions that have been made to school supplies are, a fine library of supplementary reading matter, compound microscopes for high school laboratory work, generous supplies of kindergarten material, etc.

A two weeks' summer school which was partially supported by voluntary contributions from the city teachers, was held last summer, and a similar one is to be held this summer.

The general condition of the schools may be expressed by a quotation from the annual report of the President of the board of education:

"On the whole I regard our schools as being in a very healthy, prosperous condition, which fact is due to an intelligent, up-to-date corps of teachers in the various departments of school system, to the conscientious, zealous labors that have been performed by the various Committees of the board of education, to the able and efficient service rendered by our worthy Superintendent, and more than all the spirit of harmony and hearty co-operation that has characterized this whole working force in its efforts toward the upbuilding and maintenance of a public school system in this city which I believe to be second to none in the state."

CHIPPEWA FALLS.

ROBERT L. BARTON, Superintendent.

This is a little city of ten thousand people, beautifully situated on hills clustered around the falls of the Chippewa river, and surrounded by prairies and woodlands that never fail to delight the observer. It is cool

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in summer and has an equable climate in winter, is healthy at all times and seasons, and inhabited by a hardy, healthy and thrifty people. Here childhood and youth, free from the enervating touch of malaria, are healthy and vigorous, conditions most favorable to schools and to the cause of education.

As a community we are intent upon the various forms of industry, and concerned but little with the theories of education. This, however, is a community that sets a high value upon its schools and the education of its children, that respects the teacher and the teacher's calling, and is liberal in its support of schools and the cause of education. Sensitive to the wrong treatment of children, or to inefficiency of teachers, still it is remarkably free from petty and frivolous criticisms so frequently met with in this profession. It is, on the whole, an ideal community in which to labor in the cause of education.

The kindness and consideration of parents is reflected in the bearing of pupils towards their teachers. Our pupils as a rule love their teachers. They meet them on the streets with a smile, and are always respectful and polite. This good feeling is not only a pleasure to all concerned, but it secures a proper condition for instruction, and renders the work of discipline easy and delightful.

The discipline of the schools of this city is good. It is rare that viciousness of any kind is encountered. The directions of teachers are cheerfully followed, and the tendency to resist teacher or principal has no place here. The power to suspend pupils exists only in the superintendent and has been used but few times in five years. Corporal punishment is discouraged though not forbidden and is sometimes used by teachers. They, however, are required to report in writing each week all cases of corporal punishment, and the nature of the offense for which they were given. The enforcement of this rule has a tendency to lessen the number of such cases, and to prevent teachers from flying to the rod without sufficient reason.

The qualifications of teachers has for some years occupied the attention of the superintendent and board of education. They have come to the conclusion that the highest efficiency of a system of schools cannot be secured without the professional training of the corps of teachers. For three years appointments have been made on the basis of full course normal school graduates. The teachers already in the corps who are efficient and faithful are retained; those whose work falls below the average required are dropped and better material sought for their places. The requiring of better qualifications has had several appreciable effects: it has raised the tone of our teaching corps, improved the quality of the work done, and largely cut off the pressure of applicants who are not qualified for the work. It has also had a strong influence in sending the young people who desire to become teachers away to normal schools and to higher institutions of learning.

The educational equipment of our teaching corps is as follows: High School, three university graduates and one college graduate. Grades, eleven full course normal graduates, and two undergraduates of the junior class of the university, six elementary graduates and those who have had normal school training; the others are high school graduates who have succeeded well in their work. We feel that advancement has been made very rapidly in the direction of professional training in the teaching corps in the last three years, that the principle is well established as a matter of school policy, and that it is considered by our people a safeguard against the appointment of incompetent persons to instruct the youth of the city.

Our high school enrolled last year 159 pupils, being 11.4 per cent. of the whole number enrolled in all the schools. After contributing liberally

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to the defense of the country, we had seventeen left in the senior class who graduated in June. The high school course of study embraces four years' work and offers three courses to its students: the Latin course, the German course, and the English and scientific course. It is the policy in this school to employ only thoroughly educated teachers and though the salaries are not high, still we have been able to get excellent material of the kind required.

The graduates of this school who have gone to higher institutions have maintained themselves well there. They have uniformly finished the full course at the normal schools in two years. The desire to secure a higher education than the public schools afford is growing from year to year. During the past year we had more at state normals and university than ever before. In the competitive examination held recently at Hudson for appointment to West Point from the Tenth congressional district one of our graduates carried off the prize.

The break in public school attendance occurs during the seventh and eighth grade years and the high school first and second. Those pupils who are promoted to the eighth grade enter that work and ninety-five per cent. of those promoted to the high school are found in their places when school opens. The dropping away during these four years is during the year and is caused by family necessities of one kind and another. There is a healthy desire in the grades to reach the high school and finish its course. The pupil in the grade looks forward to this, and the parent desires nothing so much as that his child shall have the full advantage that his home school offers. It is the only open college that many of them will ever enter, and it must fit them for that citizenship that is taking on new meanings, and adding to itself new responsibilities.

Music and drawing in our schools for the past three years have been under the direction of a special teacher. The work has progressed finely and results obtained that have been highly gratifying to all concerned. Our pupils read music, feel music and love music. It has been made to appeal directly to the intelligence and emotional nature of the child. The drawing from the primary to the high school has been an intelligent application of the pupils' thinking powers.

The schools have a library of 2,737 volumes, which are a powerful assistance to the work of instruction. From 33 to 50 per cent. of the books are in use at all times during the year. There are supplementary books in sets and miscellaneous books of a general nature, suitable to all phases of school work.

There is a well equipped laboratory for the science work in the high school. Pupils are held for individual work. Additions are made to the equipment as fast as they are needed. The room for laboratory work is limited. We are a little cramped but are moving in the right direction.

The board of education in this city is an average body of representative citizens. The members are appointed by the city council, generally from the same party as the majority of the council. Politics, however, in the Board is unknown, appointments to positions are made on merit, and in the expenditure of money the good of the cause of education is kept strictly in view. The board takes a broad view of the function of the superintendent, is liberal in its support of the schools and anxious that the schools of this city should be second to none in the state. During the past five years — the time of my connection with the schools here — the schools have been exceedingly fortunate in the board of education.

A rule was passed at the May meeting that after the coming year no married women would be employed in the public schools here. This the board deemed necessary as a matter of school policy after a careful consideration of the question.

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FOND DU LAC.

L. A. WILLIAMS, Superintendent.

The work done in our public schools for the past year has produced very satisfactory results in all departments.

Manual training was formally introduced in December 1897 and the work placed in charge of a competent instructor. The appliances necessary to carry on this work were furnished by public spirited citizens. Although no great results were shown, we feel that the foundation for this important branch of work in our public school is well laid.

Work along special lines namely: music and drawing has progressed so far we begin to see the practical results of such work and it is a source of great regret that our financial condition compels us to dispense with special directors for this work during the coming year.

The sanitary condition of our buildings is good. The buildings are well warmed and lighted. We have been free from contagious diseases and the attendance in the various schools has been up to the average. There is a strong sentiment in this community in favor of the best schools, and were our financial condition different, new buildings would be erected the coming year.

GREEN BAY.

F. G. KRAEGER, Superintendent.

Green Bay has twelve public school buildings. The teaching force consists of seventy-three persons. Two high schools of equal rank are maintained each of which is in charge of a principal and four assistants. Three thousand eight hundred and thirty-four pupils were enrolled in the public schools during the past year, which is an increase of 411 over the preceding year. During the year, the per capita expense on pupils enrolled in the public schools, for salaries of teachers and superintendent was \$9.26. For all other purposes, the per capita expense was \$6.43. The enrollment in the high schools was 256 and expense per capita for instruction was \$29.00.

During the past year a uniform method of making out reports has been adopted. Without this the reports would be misleading and of little value to anyone. The national holidays have been observed with appropriate exercises in all departments. At the beginning of our present war with Spain an order was issued from the office requiring the teachers to have their pupils sing patriotic songs as a part of the opening exercises, to have our flag hoisted over every schoolhouse, and to make a special study of the history and geography of the countries and islands involved. It is believed that the history and geography of the countries involved will never be as interesting subjects for the children now in our schools as at the present hour. It is believed also that this generation of children will never have a better opportunity than this of becoming imbued with a spirit of true patriotism. Reading tables have been started by Miss Hinds in the East Side high school building, by Miss Oertel in the Park school, and by Miss Ahearn in the Dousman school. These tables are supplied with many of the best periodicals by voluntary contributions of the pupils and this affords an excellent opportunity for the formation of a habit of reading good periodicals and for the study of current events.

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The work of drawing has been advanced considerably during the past year. An exhibit was sent to Grand Rapids, Mich., to the meeting of the Western Drawing Teachers' Association and this received many flattering compliments and reflected great credit on our schools. The educational advantages of this study are now quite generally appreciated in the city.

With a view of developing the æsthetic nature of the children and of cultivating a love for the beautiful, several large photographs of masterpieces of art have been framed and hung in the large school rooms. In this respect, Green Bay is one of the few cities in our state that has been prepared to take this advanced step. The pictures thus far selected are: *The Return of the Mayflower*, by Broughton; *The Haymakers*, by Julian Dupre; *The Landing of the Pilgrims*, by Chas. Lucy; *Charity*, by Briton Riviere; *Baby Stuart*, by Van Dyke; *Washington Crossing the Delaware*, by E. Leutze; *Madonna of the Chair*, by Raphael; *Sistine Madonna*, by Raphael; and *The School of Prittany*. The entire community is indebted to the Woman's Home Culture club of Green Bay for presenting three large framed pictures of World's Fair buildings to the schools. These pictures, consisting of the Woman's Building, the Agricultural Building, and the Electrical Building, form a valuable addition to the pictures named above and this action of the club is worthy of imitation by other clubs or by individuals. In this matter of school decoration and of arousing an interest in art, the Woman's club of this city has been extremely helpful and enthusiastic. The friendly interest which this club has manifested toward the schools in other directions also is worthy of the highest praise. The visiting committee, composed of ladies of the broadest education and of the highest culture, has labored earnestly, steadily and wisely to promote the best interests of the schools.

The plan of holding graduating exercises for the eighth grades, and of presenting small diplomas to those who have completed the work of the eighth grade, has been successful. It has kept pupils in school longer and has stimulated them to work more earnestly and it is believed that the interest thus aroused will lead more to continue their studies in the high schools.

No new feature that has been introduced during the year has met with a more generous response from the people generally, than the series of teachers' and parents' meetings that has been held. Perhaps nothing that has been done has equalled these meetings in creating a general and genuine interest in the schools. If the increased attendance is an indication of interest, I am safe in saying that these meetings have steadily increased in interest and that they have been productive of great good. The accounts given of these meetings by the local press have been copied by other papers, including *The Wisconsin Journal of Education*, and *Kellogg's New York School Journal* printed a complimentary notice of them. The purpose of the meetings has been to bring together, for conference, those whose duty it is to bring up and educate the children that have been entrusted to them; to get the parents to realize that the teachers are their friends and helpers in this work; to get parents to realize that the school is in fact a branch of the homes represented in it; and, by having classes conducted in the presence of the parents to show them how we teach school today. The teachers merely do what the parents cannot do now for want of time. In other words, the school is doing a part of the work of the fathers and mothers represented in it. If we are to obtain the best results in the education of children, the home and the school must form a closer union. The interests of both overlap and intermingle so that it is of primary importance to have the two work in sympathy and hearty co-operation.

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The home needs the teacher and he belongs to the home; his aim must be to advance the interests of the home. At present, in most places, the teacher does not know enough of the home and the home does not know enough of the teacher. The willingness with which parents have taken part in these meetings has been gratifying. The spirit which has been manifested is admirable. The questions discussed have been of interest to both teachers and parents. The programs have consisted of music, both vocal and instrumental, model classes conducted by the teachers, and the discussions of interesting questions.

In order to encourage the establishment of schools for children who are deaf and dumb, the last legislature enacted a law granting to each community that maintained a school for the deaf, state aid to the amount of \$150 per annum for each child taught in such school in accordance with the provisions of the statute. In accordance with the provisions of the law, a school for deaf was established in the city last fall. The state aid has been sufficient to defray all expenses involved in maintaining this school during the year. The instruction is carried on by what is known as the oral method.

High school extension lectures have been continued on the east side and they have been introduced on the west side. These lectures have been given by prominent citizens and by such outside talent as could be secured. They have been both interesting and instructive to the students in the high schools and to the patrons of the schools who came to listen to them. These lectures serve the same purpose for the high schools that university extension lectures serve for the communities that maintain them.

HUDSON.

GEORGE D. CLINE, Superintendent.

I regard the schools of the city of Hudson in quite a prosperous condition. The per cent. of enrollment is large, and the disposition of the people towards the schools is very generous. Most of our buildings have the latest improvements and are fairly well supplied with apparatus. I think excellent work is being done in the grades of our schools, and the high school, though not above criticism, is in good working order now. Our experience of last year has convinced us of the wisdom of refusing to employ teachers in the high school who are not university graduates. State certificates from other states are not always evidence of scholarship sufficient for instruction in our high schools, and bad scholarship is the most threatening evil now on the educational horizon.

Our schools are suffering some from the same cause that is impeding the progress of most schools in which the increase of children has been marked. We have more pupils than we have money to educate them without having from fifty to sixty-five pupils to the teacher. This is caused by our city taxation being limited to seven mills for school purposes, a provision which in due time will be repealed.

LA CROSSE.

JOHN P. BIRD, Superintendent.

The efficiency of a school or system of schools depends very largely upon the spirit and efficiency of the teacher or teachers in charge. If

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scholarship is not good, ideals low, the work attempted chiefly for the pay and because it is more genteel than some other, the results cannot be other than unsatisfactory. On the other hand if the teacher is scholarly, animated by lofty purposes, clearly impressed with the importance of the interests committed to her, earnestly desirous of being genuinely helpful to those committed to her care, and ambitious to do in the best way what is to be done, there cannot fail to be good results whatever other conditions may prevail. It is my belief that a large part of the good reputation accorded to the schools of this city is chiefly due to the spirit and character of those who have done the work. This spirit was well shown by the cheerful readiness with which the added burden of work and care was taken up by all last April when nearly half of our principals responded to our country's sudden call to arms. This sort of teaching by example is of the best.

One of the elements that adds to the efficiency of our schools is the full supply of free text-books and materials to all pupils in the public schools. La Crosse was one of the first cities in the state to adopt this plan, and for many years every child from the lowest primary to the seniors of the high school has had free of charge all text-books, pens, pencils, paper, and all other material requisite to his work. For some years no slates have been used, paper taking their place, a change that seems to give general satisfaction. The plan of providing free books and material must necessarily add to the tax levy, but it is much more economical for the community. The books can be bought on better terms; each book renders much more service as it is used until worn out; changes for better books can be much more easily and cheaply effected; no time is lost by pupils from lack of books, and the organization of classes is more prompt; the benefit of several books on the same subject may be had; children of rich and poor alike are put on the same footing, and the same care in the use of books and material is required from all. On the other hand it adds much to the office work of the school authorities, and not a little to the work of the teachers. However, I have heard many teachers say they would much rather do the extra work than have the annoyance of pupils not properly provided.

While it is pleasanter to speak of good things accomplished it may be more profitable to speak of desirable things yet to be done. The physical conditions of the school work are not yet all that they should be. While our buildings are fairly well warmed, not all are as well lighted and ventilated as they should be. It is not reasonable to expect the best results for school work in rooms poorly lighted and in vitiated air. If the ill effects were more quickly apparent to the average person, it would be much easier to secure a removal of the causes. It does not seem possible to secure in large buildings and under all weather conditions proper heating and ventilation without the use of mechanical appliances. Thus far the use of a fan to force in the air seems to give the best results.

In many of our older buildings double desks are still in use. It seems to me eminently desirable that every child should have a seat by himself. His temptations to idleness, play, and improper communication are fewer and he can be made more clearly accountable for the proper care and use of books and other property. Single desks are a material aid to discipline by removing many occasions for offense.

Another point in which many of our schools might be improved is in reducing the number of pupils to a teacher. While a high authority gives thirty as the limit in numbers for a single teacher, it would be a matter of rejoicing with us if we had accommodations so that none were obliged to have more than forty-five or even fifty. It is so much easier.

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to crowd in a few more desks than to provide an additional room that there is much temptation to do it.

As intelligence and wealth increase these defects will disappear.

MADISON.

R. B. DUDGEON, Superintendent.

The enumeration of children of school age in the city at the close of the school year gave 2649 boys and 2662 girls, making a school population of 5,271, a gain of 321 over last year.

The entire number of pupils enrolled in the schools for the year was 2,810, of which number 1,440 were boys and 1,370 girls. It will be noticed that the number of boys enrolled exceeded that of the girls, a very unusual condition.

The number registered was 57 per cent. of the school population of the city. The pupils were distributed among the grades as follows: Kindergartens, 134 or 4.9 per cent; primary grades, 1,316 or 48 per cent; grammar grades, 895 or 31.8 per cent; high school, 496 or 17.3 per cent.

Of the number registered in the high school 253 were boys and 233 were girls. It will again be noticed that in the high school the boys outnumber the girls. It is doubtful if this condition can be duplicated in any city in the United States where all social and industrial conditions are normal. In the high schools of the United States the girls outnumber the boys by about 40 per cent. In the Madison high school the condition is reversed, the boys outnumbering the girls by about 8 per cent. The common statement that our public high schools are gradually becoming girls' schools, finds no confirmation in our high school.

The regular work of the schools was carried on by fifty-four teachers, fourteen in the high school and forty-four in the grades. In addition to these, two special teachers were employed to supervise the work in music and drawing, and one to assist in the kindergartens.

In the grades the average number of pupils to each teacher based on the enrollment was fifty-three; based on the average attendance was forty-two. In the high school the number to each teacher based on the enrollment was thirty-five; based on the average attendance was twenty-nine.

In reviewing the work a number of the noticeable features may be mentioned briefly. In our reading course special effort is made to give pupils a familiarity with the best literature, and our methods differ somewhat from those pursued in other schools. Contrary to the usual custom, our pupils purchase the supplementary reading matter, while the regular school readers, as far as they are used, are furnished by the board of education. Believing that it is much more profitable to study continuous selections from our best authors than to spend time in reading commonplace pieces from a reader, our aim is to put into the hands of the children early in their school course some of the best books of standard authors. It is now our plan to ask each pupil above the second grade to purchase one of these books each term. It is thought to be wiser to have the pupils put money into choice books worth preserving than into high-priced school readers which will soon be cast aside as worthless. In this way we hope not only to give the children an insight into the most interesting and wholesome literature, but to encourage the formation of home libraries. In carrying out this plan we have suc-

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ceeded much beyond our expectations. As a rule, parents have been not only willing but pleased to purchase the books recommended. Our reading exercises, instead of being tiresome, listless word drills, have been thought-inspiring and fascinating. Instead of wasting energy in dissecting sentences and paragraphs, our pupils have learned to enjoy some of the best things in our literature.

Another feature which has been accompanied with gratifying results is our methods of examination and promotion. Our aim is not to test what the pupils know, but rather what they are able to *do*. No formal written examinations are given as tests for promotions, but written work is required from time to time. To aid in forming a fair estimate of the pupil's work a record of half-term standings is kept. No averaging of per cents. is allowed, the standings being the teachers' estimate based on the class work and written tests. No absolute passing standing is fixed, but the health of the pupil, the general character of his work, and the conditions of the home and school life, in so far as they have a bearing on his ability to do the work of the next grade, are the determining factors in promotions. To guard against the charge of partial or unfair treatment, special examinations are given upon request. The intention of this plan is to divest the written work of its objectionable features, to make the judgment of the teacher the chief factor in determining the worth of pupils' work, and to put a premium upon everyday excellence.

One of the most encouraging features of the work during the year was the interest manifested in the schools by the public at large. The Women's club devoted two regular meetings to the interests of the public schools. The Contemporary club gave an evening to the discussion of problems relating to the public school interests, and the city council gave two patient hearings to the superintendent and members of the board of education in presenting the condition and needs of the schools. All this goes to show that the public sentiment of Madison is strongly in favor of good public schools.

The earnest and unselfish spirit manifested by the members of the board of education has contributed in no small degree to the success of the past year. The make-up of the Madison board has in the main been most fortunate. There is probably no board in the state which has been so free from political influences in its administration of school affairs.

As a rule the teachers of our schools have been earnest, faithful, and devoted. The relation between teachers and pupils has been one of confidence and mutual helpfulness. A most excellent spirit has characterized all work, and while no effort has been spared to secure valuable and practical results in all lines, our teachers have not failed to give emphasis to that moral and spiritual development which makes possible the greatest usefulness and the truest success.

ONALASKA.

B. F. OLTMAN, Superintendent.

I believe that on the whole, the condition is a satisfactory and healthy one. The people show considerable interest in educational affairs and seem to be willing to do their part toward having a good system of schools. Although the city cannot be regarded a wealthy one taxation for school purposes is submitted to quite cheerfully, and there is very little complaint heard on this score. Yet, it is necessary to carefully consider

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the items of expenditure and to eliminate everything not absolutely essential to the successful and profitable administration of the schools.

The relationship between the residents and the teachers is one of sympathy and good will and thus the question of management and discipline is a comparatively easy one. That the people have faith in the worth of their schools is evidenced by the records—by the fact that fully 99 per cent. of the children between the ages of seven and thirteen years attended the public schools for more than twelve weeks the past year; and by the additional fact that although the school population has slightly decreased, the school enrollment has steadily increased.

The school building is commodious and modern. The means for lighting, heating and ventilation are of the best. The Sturtevant fan system of heating and ventilation is used. There is water on every floor. Besides the nine school rooms, we have a recitation room, a physical laboratory room, a library and an office. I regard the arrangement of the building a very convenient one.

Text books as well as all necessary supplies are furnished free to every pupil.

The library contains about 600 volumes carefully selected to form a good working foundation for every grade. About 300 volumes are for general reading, while the other 300 volumes are intended more exclusively for a reference library and to reinforce the several studies of the school course. Among the latter are Johnson's Encyclopedia (8 vols.), Larned's History for Ready Reference (5 vols.), Lord's Beacon Lights (10 vols.), Ward's The English Poets, (4 vols.), Young Folk's Encyclopedia (2 vols.), Students' Cyclopedia, the Jacob Abbot Science series, etc. We are fairly well equipped for work in English literature, General English and U. S. History, Civil Government and Physics. We also have an excellent supply of supplementary reading matter for all the grades.

The physical laboratory room is not so well supplied as I could wish, but a beginning has been made. We have probably \$180 worth of physical apparatus. (It must be borne in mind that all the school property here was destroyed by fire two years ago last winter.)

Owing to the fact that it is popular here to send children to school at a very early age—32 of this year's beginners being from 4 to 6 years of age—we have nine grades below the high school, the first grade being a semi-kindergarten school.

The high school is in favor. It is accredited for the English course. The enrollment and average attendance are good, being for the past year 61 and 51 respectively. Commencement is always looked forward to with much interest; and on this occasion at least, we may say that the people come into actual contact with the schools.

Of last year's graduating class, consisting of nine members, four have been attending normal schools and colleges this year; and of this year's class of eight members, several will attend higher institutions of learning.

OSHKOSH.

BUEL T. DAVIS, Superintendent.

Responding to your request of July 23 asking for a special report showing the general educational condition of our city, it gives me pleasure to say that the past year has been associated with remarkable growth and a very satisfactory degree of progress in educational matters.

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During the year there were enrolled in the Oshkosh public schools 4,670 pupils, which is an increase over the previous year of 247. In 1892, six years ago, the schools enrolled less than 3,000 pupils. The average annual increase in school enrollment during this time has been 280, or a total of about 1,700 pupils. In this interval the school census of the city has had very little variation. The census this year is 8,612, which is only 91 more than in 1892. The school enrollment during this time has uniformly increased, but at a more rapid rate since 1895. The increase in the enrollment of the schools since 1892 has been about 56 per cent., but during this time only eight rooms have been added to the school accommodations of the city, a capacity sufficient to care for not more than 500 pupils. The remaining 1,200 have been cared for by various processes of crowding in the buildings already occupied. This has not only interfered with the comfort of pupils and teachers, but has presented unwholesome conditions which render it impossible to obtain the best educational results. This process of crowding has continued to the limits of our space, including attics, basements, storerooms, halls, and wardrobes, so far as they can be made available. And now it only remains to provide more school room or send the children home. Already a number of children have been placed upon half time and the expedient of renting rooms has been resorted to.

The board of education is doing and has done all in its power to remedy these conditions, but it is powerless in the hands of an unwieldy city council, which is too busy with personal, sectional, and political matters, streets, alleys, sprinkling, sewers, water supply, bridges, city finances, etc., etc., to give much attention to schools. But the spirit of the times is taking hold upon our council, and the deplorably crowded conditions in the schools is beginning to be appreciated. Appropriations for one small building and a small addition to another have been made and the members of the council are being importuned by the board of education to consider two other and principal propositions to supply the much needed room.

This imperative demand for more school room is caused by a very remarkable increase in the public school enrollment. In 1892 35 per cent. of the school census was enrolled in the public schools. During the last year nearly 55 per cent. of the census has been enrolled. The standard of regularity in school attendance in this time has been raised from 91 to 96 per cent. thus the demands upon the schools have increased about 25 per cent. in six years. These facts may be taken as a fair index to public school sentiment, which has probably increased in a like ratio. This being the case it is only a question of time when the community will insist upon sufficient and better accommodations.

The history of the United States for the three months just past will still further influence school sentiment. A German, Maximilian Harden, writing in the *Zukunft*, says: "This is the way modern heroes look, who have passed through their first experience in war. They wear no feathered hats, no knight's boots or caballero cloaks; but they are clad in the education and culture of the century. Because they had such heroes in their ranks, because every one was at his right place and knew what to do—for these reasons the fortunes of war crowned the Yankees with the wreaths of victory."

A French writer, in a French review, has sought recently to find the cause of Anglo-Saxon supremacy, recognizing it as a fact. He most interestingly examines the English and American educational ideas and systems, the prevalence of popular intelligence, the early developed self-reliance of the individual, the alertness of mind, the keenness of analysis, the promptness to grasp opportunities, as over against the illiteracy, the

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subserviency, the credulity, and the everlasting "to-morrow" of the Latin.

Such comments must excite action upon our part. If our national and personal supremacy is to be secured and maintained we must look to the education of our people. Our State laws supporting compulsory education should not become a dead letter because of the lack of accommodations to care for those who would attend without compulsion.

While wrestling with the problem of accommodations our Board has made improvements in the course of study and methods of instruction. The kindergarten system has been thoroughly and completely established, and its spirit has found its way into the upper grades through the establishment of industrial ideas. Sloyd, bench work, cooking and sewing have all found a place. The idea of *doing* and *being* as well as *knowing* is fast becoming a part of the entire system not only in the Kindergarten but throughout the upper grades.

The great and important need of our schools is a larger degree of unity and a centering of responsibility in matters of management. Our board of education should be permitted to manage its own affairs and then be held responsible for conditions and results. To secure this much needed reform we should have the co-operation of the State department and the law-making powers.

PRAIRIE DU CHIEN.

R. J. MORRISON, Superintendent.

The city has a mixed population of about 3,000, largely foreign. The nationalities represented are: Bohemian, German, Irish and American. The growth of an educational sentiment among the people, and especially of a sentiment favoring education at public expense, has always been slow, and even at the present time, there is a conservatism in the community which retards very much any progress along educational lines. The city has no public library or reading room of any sort, and the educational gatherings are few in number and only fairly well attended.

The following table shows the number of children of school age in the city at the late census, the number in the public and private schools and the percentage of children found in the school:

Number of children of school age.....	1,079
Number in the public schools.....	579
Number in the private schools.....	377
Percentage of children found in the schools.....	89+

Of the 12 per cent. not found in the schools a few can be found where parents are too poor to provide the necessary clothing and equipments, while a larger number can be found who are indifferent as to the education of their children.

The following is a table giving an estimate of the value of school property within the city:

Value of public school property.....	\$27,000
Columbian high school.....	5,000
St. Mary's Academy.....	40,000

From the foregoing statement it will be seen that, of the \$92,000 invested in school property, 29+ per cent. is invested in public schools.

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and 60+ per cent. in private schools. The private schools are under the supervision of the Catholic church, and facts pertaining to them are not always obtainable.

The Columbian High school is a parish school supported by the Catholic church for the benefit of the children of parents of that religious faith. St. Mary's Academy, supported by tuition and boarding, has a number of students not residents of the city. Sacred Heart college has just opened its doors within the last three months. It was formerly run as a priests' school.

The public schools have simply held their own since 1890. But when it is known that the city has decreased in population about 400, the statistics indicate that there has been a great gain along educational lines.

At present the city is well supplied with buildings for educational purposes. The equipments are not what they should be, but annual additions are being made.

There are nine (9) teachers below the high school graduates, who qualify under the city superintendent. Most of them have had considerable experience, and all of them have taught in the public schools before the present year. None have had any training in a normal school or college. The teachers in the high school are graduates of the university of Wisconsin.

RACINE.

J. B. ESTABROOK, Superintendent.

The number of children upon the school census June 30, 1897, was 8,064. Of this number 4,661 were enrolled in the public schools.

The average daily attendance during the year 1897-98 was 3,990, thus placing Racine the third city in the state in public school attendance, I believe. There has been an increase in attendance during the past two years of nearly 500.

A most gratifying sign of growing educational sentiment in the community is the fact that while the attendance upon the high school is not yet large still it has increased more than 100 per cent. in the past five years and 66 per cent. in the past two years.

I am pleased to say that while all studies of the curriculum are receiving careful attention the subjects of music and drawing are receiving the supervision of specialists in those lines.

The past year has witnessed a decided advance in the organization of the schools of the city by the introduction of the half-year interval between the different classes of the system. Already we have experienced the decided advantages of this plan.

Six of our ward schools now have kindergartens in connection with them and the remaining two will without doubt be provided before the close of the coming year. (One of them has already been provided for.)

In speaking of the educational conditions I ought not to omit reference to the public library which always has so large a place in public education. During the past year the demand for books has been phenomenal, every book in the library having been drawn an average of seven times.

There is a movement on foot to place every school building in the city in first class condition and to build all needed school buildings. During the year past an addition was made to the Janes school at a cost of about

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\$23,000. This building has been equipped with the very best heating and ventilating apparatus on the market, including the automatic regulation of the heat. It is seated with adjustable furniture.

The contract has recently been let for a like improvement to another building, and others, I believe, will soon follow.

From the facts set forth in the above report it is evident that Racine is determined to maintain its past excellent record educationally and to keep well in the van for the future

RIPON.

C. DWIGHT MARSH, Superintendent.

Our schools are, at the present time, carefully graded, and the work is quite uniformly good.

The high school has a four years' course, which may, at the option of the student be either English, or Classical, or modern languages may be substituted for some of the ancient classical studies. Greek classes have not been formed for some years; the fact that Ripon College maintains a preparatory department has made it unnecessary to provide for Greek in the high school course, as students intending to pursue the study of the ancient classics naturally prefer the superior advantages offered by the preparatory school.

The character of the work in the high school has steadily improved in the past few years, and compares very favorably with that of other cities of the size of Ripon.

An attempt is being made now to pay especial attention to the improvement of the grade work. To this end especial care is used in the selection of the teachers for the lower grades, and it is the feeling of the members of the school board that it is wise to spend liberally in securing the best service for these schools.

With the coming year we expect to commence systematic work in music in the grades. This work will be an experiment at first, but we feel confident that we can reach a reasonable measure of success.

The drawing in our schools has been in a very unsatisfactory condition for many years. This we hope to remedy. A special teacher has been engaged to supervise the work, and with his aid we hope to put the whole work on a different footing.

We have felt the need of more continuous and detailed supervision than has been possible in the past, and provision has been made in this respect for the coming year.

STURGEON BAY.

E. E. BECKWITH, Superintendent.

Buildings. We are at present using three buildings, two of wood and one of brick. The main structure is of wood and consists of two distinct parts connected by a 16 foot passage way. The new addition, completed last year, contains four rooms and is well up to modern requirements. The main building has seven rooms, besides two recitation rooms and a small laboratory, and is sadly behind the times in modern

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equipment. The brick building contains two departments and is well adapted for school purposes.

Teachers. The faculty last year, 1897-8, consisted of fifteen teachers, the principal of the high school being also city superintendent of schools. Of these, five held the highest, or life certificate, and eleven were natives of Door county, it being the policy of the board to favor home talent, other things being equal. The teacher of the east side primary department, Miss Agnes O. Jenkins, has had a continuous service in this position in the city of 21 years.

The High School. The high school course covers a period of four years, with German optional during the last two years, and the school stands accredited to the State University for both the English and the General Science courses. It was organized as a high school in 1878, and since that time has graduated thirty-two gentlemen and sixty-two ladies. The present principal and superintendent begins his seventh year of service in September.

Apparatus and Libraries. I regret to report that we are only moderately supplied with these two very essential features of school equipment.

The financial stringency of the past few years, combined with the necessary cost of building and repairs, have deprived us of what otherwise would doubtless have been freely given. We hope for better things in the immediate future. There is also great need for a public library in the city, but no immediate prospect of having one is in sight.

Educational. Last year for the first time a course of University Extension Lectures was held, the lecturer being Prof. J. C. Freeman of the State university. Four of the lectures were on Shakespeare, and the other two on general subjects.

We hope to continue them this winter.

The only literary and educational club in the place is the University Extension Club, numbering about thirty-five members, who meet once a week.

The general educational sentiment in the city is good, but our being cut off from outside advantages has tended to keep us back in many of those things that go to make up the modern educational community.

WAUPACA.

H. H. HUGHS, Superintendent.

In preparing this, my annual report, I have followed somewhat the plans pursued in previous reports, in outlining specifically the condition and the work accomplished, in the various departments of our system of schools.

The general policy of those in authority has been conservative; yet adherence to this spirit of conservatism has not been so rigid as to check progress, or to prevent the adoption of such ideas or plans as would materially and permanently advance the standing and efficiency of our schools.

While it was intimated in my report a year ago that certain of the textbooks, now in use are quite unsatisfactory, and do not meet the needs of our work in its advanced stage, yet no changes in the books which have been in use, have been made.

A number of the books in the hands of the pupils are old and might

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well be gradually replaced by the newer, better and more thorough works which have been published within the past two or three years.

On account of the resignation of Prof. Doty a year ago, the board engaged Prof. J. L. Thatcher of Black Earth, Wis. The new principal took hold with a will and energy, deserving credit. That which had been wisely begun has been carried forward, and general harmony has existed throughout the schools. The work of the high school has progressed along every line, from the beginning of the year to its close, without friction or interruption. The discipline has been strict, yet the young people in attendance have met every requirement, realizing that the efforts of the teachers were in their behalf and advancement.

Every precaution has been taken to prevent pupils falling behind in their respective courses, thus rendering impossible unpleasant surprises at the time of graduation.

The number of graduates for the year was 16, of which eight were boys, and eight girls.

Additions of apparatus to the physical and botanical laboratories have been made during the year, and in certain directions, our high school is in a position to accomplish thorough experimental work. Yet further apparatus is necessary before we can feel that the course in physics, botany, and physiology are all that they should be made.

Material additions have also been made to the school library, particularly in history and literature and supplementary reading for the grades.

We are in need, however, of a good comprehensive, modern encyclopedia, as a reference work, not only for the high school, but also for the grades.

The work in manual training, which was introduced last fall, has proved highly satisfactory and gratifying.

The course, thus far, has included shop work and sewing through the grades. More attention than ever before has been given to the departments below the high school. The course of reading has been extensively broadened by supplementary reading matter, including appropriate selections from history, literature and science, thus forming a basis for later and more thorough work in these branches. Likewise the importance of language has been emphasized.

The course of study for the grades, covering the several subjects which properly fall therein being pursued, is broad and comprehensive, and gives the pupil a thorough elementary training.

A system of monthly reports to parents and guardians of pupils, noting their attendance, deportment and standing, has been faithfully followed during the year, not only in the high school, but in all the grades. The teachers have used every effort to bring themselves and their work into closer relation with the parents and patrons of our schools.

The attendance of foreign or non-resident pupils has been large and it is but just to add, that a number of those who fall under this class, rank among the best students enrolled.

Considering the schools in their entirety, I am pleased to state that we have every reason to be proud of their standing and accomplishments.

Improvements that are essential to render it more efficient can easily be made as time progresses.

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WAUSAU.

KARL MATHIE, Superintendent.

That there is a healthy school sentiment in our city of 12,000 people is shown in the erection of a large, modern high school to cost \$50,000, exclusive of site. This building, now being erected, is to accommodate the grammar school and high school grades, and will seat 950 pupils. The basement provides for manual training, cooking and sewing and physical culture. The gymnasium is 78 feet long and 35 feet wide and contains a running track and gallery. The first floor has eight large class rooms, a teachers' room, two toilet rooms and a store room. The high school assembly hall is on the second floor, 90 by 78, and will seat 550 single desks. The floor is pitched, and the ceiling arched, making it one of the finest school assembly halls in the state. Nine recitation rooms, three offices and two toilet rooms are also found on this floor. The third floor has business training rooms, two laboratories, a dark room, a science lecture room, two drawing rooms, and three recitation rooms. Plenty of ground for an athletic field is adjacent.

At present we have 56 teachers and 10 kindergarten cadets, and over 2,500 pupils enrolled. The growth in school attendance is most marked in the grammar and high school grades, which enroll 37 per cent. of the pupils. Of these there are more boys than girls. The attendance in the high school has grown from 57 to over 200 in five years. Music, drawing and physical culture, under special teachers, have recently been added to the course. The kindergarten department has also been made a part of our school system, and is already popular with the patrons. A kindergarten training school is connected with it. Ninety-eight per cent. of the children between the ages of 7 and 13 have attended school at least 12 weeks during the last year.

The qualifications of teachers have been raised, so that all principals and grammar teachers must hold at least a first grade certificate, and all teachers in the intermediate departments a second grade certificate, or better. The proportion of male teachers is increasing.

On the last Memorial Day the pupils of the public schools took charge of the exercises, and invited the old soldiers as guests of honor. The entire services were conducted by the pupils. Red, white and blue badges were made for the soldiers and the pupils by the primary children; flag and hoop drills, flag salutes and flower songs were executed by the pupils of the intermediate and grammar grades, while patriotic choruses and declamations were rendered, and suitable Memorial Day addresses were made by the high school pupils. A volunteer high school brigade escorted the veterans and gave an exhibition military drill with wooden guns. It was the general sentiment that this way of celebrating Memorial Day should be encouraged.

Our commencement exercises no longer consist of embryo orations on impossible themes, but have been brought down, in pretensions at least, to represent more nearly the work done in the high school. Experiments of general interest are performed; original charts, maps and drawings are presented; chalk talks are given; the optical lantern is utilized to illustrate songs and declamations and also talks on architecture, sculpture, history, geography and biography.

We have tried to solve the free text-book question by making three provisions towards the execution of which we are moving. First, all books and materials, that are consumed when used, are bought by the pupils. This includes pencils, paper, copy books, etc. The pupils are

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thus taught to pay for what they consume. Second, such text-books as are of no permanent interest to a pupil are bought by the school board and loaned to the pupils free of charge. This includes all elementary books used in the lower grades, and language books, music readers and supplementary readers in the grammar grades. This lifts a large burden of expense from the pupils. Third, books that will be of service when the pupils leave school are bought by the pupils. This includes a complete arithmetic, a large geography, a United States history, and an elementary constitution. A moment's reflection will show that this is a good nucleus for a private reference library. In the high school the same general policy is pursued, but as most of these texts are of value after a pupil leaves school, very few are on the lending list.

The public library is used in connection with literary readings. Three lists of books are made, one of fiction, one of history, and one of science, from which the pupils choose one book a term to review. Reading in narrow fields is thus prevented.

PART II.

STATISTICAL TABLES.

Statistical Tables.

CENSUS STATISTICS 1896-97.

COUNTIES — Exclusive of cities under city superin- tendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such children.	No. who attended public school 12 weeks or more.	No. who attended private school 12 weeks or more.
Total...	239,414	226,608	466,022	213,129	182,237	17,500
Adams	1,530	1,425	2,955	1,335	1,152	.....
Ashland	867	713	1,580	904	785	.....
Barron	3,671	3,477	7,148	3,238	2,556	162
Bayfield	1,632	1,567	3,199	1,578	1,191	254
Brown	5,472	5,159	10,631	4,423	3,279	669
Buffalo	3,283	3,149	6,432	2,891	2,566	55
Burnett	1,318	1,181	2,499	1,154	759	2
Calumet	3,632	3,422	7,114	3,448	2,228	1,074
Chippewa	4,101	3,819	7,920	3,565	2,809	254
Clark	4,404	4,413	8,817	3,940	3,446	93
Columbia	3,823	3,589	7,412	3,297	2,979	35
Crawford	2,733	2,622	5,355	2,471	2,178	34
Dane	8,673	8,039	16,712	7,384	6,477	662
Dodge	7,301	6,678	13,979	6,151	5,151	1,519
Door	3,121	2,906	6,027	2,575	2,132	97
Douglas	532	472	1,004	572	442	1
Dunn	3,813	3,582	7,395	3,447	2,793	69
Eau Claire	2,945	2,661	5,606	2,822	2,275	26
Florence	474	526	1,000	471	401	.....
Fond du Lac	5,355	5,069	10,424	4,347	3,526	736
Forest	96	84	180	79	57	.....
Grant	6,633	6,596	13,229	6,032	5,195	371
Green	3,333	2,911	6,294	2,875	2,718	14
Green Lake	2,198	2,044	4,242	1,877	1,560	238
Iowa	3,603	3,483	7,036	3,268	2,714	106
Iron	835	826	1,661	1,200	907	76
Jackson	3,270	3,068	6,338	2,898	2,347	87
Jefferson	5,237	4,870	10,107	4,291	3,476	423
Juneau	3,559	3,438	6,997	3,105	2,771	96
Kenosha	1,603	1,570	3,173	1,438	1,189	138
Kewaunee	3,616	3,548	7,164	3,172	2,556	310
La Crosse	2,435	2,376	4,811	2,129	1,824	101
Lafayette	3,822	3,666	7,488	3,098	2,869	33
Langlade	1,300	1,170	2,470	1,236	1,034	47
Lincoln	845	811	1,656	817	725	5
Manitowoc	8,019	7,716	15,735	6,788	4,939	1,147
Marathon	5,657	5,401	11,058	5,178	4,162	402
Marinette	2,456	2,275	4,731	2,150	1,721	91
Marquette	1,972	1,911	3,883	1,760	1,613	69

Statistical Tables.

CENSUS STATISTICS 1896-97.—Continued.

COUNTIES.— Exclusive of cities under city superin- tendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such children.	No. who attend public school 12 weeks or more.	No. who attend private school 12 weeks or more.
Milwaukee ...	6,051	6,496	13,147	6,249	4,789	1,296
Monroe	4,966	4,750	9,716	4,444	3,908	115
Oconto	2,848	2,677	5,525	2,532	2,075	39
Oneida	1,083	1,090	2,173	998	954	.....
Outagamie ...	4,796	4,469	9,265	4,367	3,321	546
Ozaukee.	3,353	3,146	6,499	2,911	2,245	686
Pepin	1,435	1,405	2,840	1,256	1,020	60
Pierce	4,356	4,135	8,491	4,052	3,341	91
Polk	3,316	3,088	6,404	2,836	2,498	14
Portage	4,007	3,736	7,743	3,558	2,505	294
Price	1,301	1,137	2,438	1,215	1,182	4
Racine	2,744	2,536	5,280	2,519	1,891	471
Richland	3,605	3,374	6,979	3,017	2,510	43
Rock	4,381	4,141	8,522	4,269	3,789	46
St. Croix ...	4,425	4,123	8,548	4,182	3,893	7
Sauk	4,619	4,426	9,045	4,107	3,464	338
Sawyer	374	402	776	302	263	.....
Shawano	4,897	4,611	9,538	4,966	9,505	426
Sheboygan ...	4,989	4,832	9,821	4,363	3,760	649
Taylor	1,828	1,693	3,521	1,721	1,504	65
Trempealeau .	4,274	4,003	8,277	3,718	2,988	211
Vernon	5,249	4,990	10,239	4,407	3,909	26
Vilas	518	415	933	469	449	.....
Walworth	3,793	3,531	7,324	3,861	3,264	33
Washburn	784	698	1,482	802	696	8
Washington ..	4,704	4,620	9,324	4,203	3,092	1,022
Waukesha ...	5,823	5,541	11,364	5,221	4,710	422
Waupaca	4,902	4,718	9,620	4,374	3,813	274
Waushara	2,960	2,654	5,614	2,452	2,077	93
Winnebago. ...	2,971	2,799	5,770	2,536	2,422	105
Wood	4,243	4,049	8,292	3,788	2,868	620

Statistical Tables.

ENROLLMENT AND ATTENDANCE, 1896-97.

COUNTIES-- Exclusive of cities under city superin- tendents.	ENROLLMENT IN PUBLIC SCHOOLS.				
	Number be- tween 4 and 20.	Under 4.	Over 20.	<i>Total number who have attended public school.</i>	
				Male.	Female.
Totals.....	306,644	599	898	158,235	150,999
Adams.....	2,144	24	2	1,062	1,020
Ashland.....	1,129	.....	1	636	573
Barron.....	5,273	1	14	2,581	2,504
Bayfield.....	1,922	.....	4	1,000	925
Brown.....	5,275	1	3	2,990	2,391
Buffalo.....	4,085	4	7	2,101	2,007
Burnett.....	1,477	.....	2	793	698
Calumet.....	3,892	.....	.....	1,998	1,942
Chippewa.....	5,459	1	5	2,825	2,634
Clark.....	6,622	192	12	2,697	2,915
Columbia.....	5,838	27	15	2,961	2,820
Crawford.....	3,770	3	5	2,014	1,742
Dane.....	11,587	10	24	6,070	5,543
Dodge.....	8,405	14	13	4,415	4,017
Door.....	3,863	11	19	2,041	1,849
Douglas.....	836	1	11	425	408
Dunn.....	5,361	7	21	2,834	2,603
Eau Claire..	3,919	.....	11	2,095	1,835
Florence.....	731	.....	.....	306	348
Fond du Lac.	6,339	19	15	3,373	2,901
Forest.....	137	.....	.....	78	59
Grant.....	9,346	4	18	4,888	4,647
Green.....	4,982	8	8	2,671	2,327
Green Lake..	2,638	2	5	1,472	1,182
Iowa.....	5,630	.....	6	2,681	2,955
Iron.....	1,258	3	3	638	626
Jackson.....	4,605	6	16	2,361	2,266
Jefferson....	6,250	125	240	3,242	3,194
Juneau.....	5,155	3	6	2,566	2,598
Kenosha.....	2,045	.....	3	1,016	1,029
Kewaunee....	4,316	9	9	2,230	2,355
La Crosse....	2,990	1	3	1,619	1,593
Lafayette....	5,889	4	4	2,982	2,905
Langlade....	1,782	1	2	921	872
Lincoln.....	967	.....	.....	548	419
Manitowoc...	8,408	.....	9	4,528	3,974
Marathon....	6,187	7	5	3,114	3,085
Marinette....	3,196	1	1	1,642	1,552
Marquette...	2,672	1	6	1,375	1,304

Statistical Tables.

ENROLLMENT AND ATTENDANCE, 1896-97.—Continued.

COUNTIES— Exclusive of cities under city superin- tendents.	ENROLLMENT IN PUBLIC SCHOOLS.				
	Number be- tween 4 and 20.	Under 4.	Over 20.	<i>Total number who have attended public school.</i>	
				Male.	Female.
Milwaukee ..	7,329	.....	17	3,771	3,575
Monroe	6,896	4	41	3,595	3,461
Oconto	3,412	.....	.....	1,746	1,666
Oneida	816	1	6	856	870
Outagamie ..	5,312	.....	4	2,783	2,533
Ozaukee	3,398	.....	.....	1,783	1,615
Pepin	1,880	4	1	983	981
Pierce	6,114	.....	23	3,137	3,033
Polk	4,441	.....	7	2,186	2,042
Portage	4,185	4	6	2,182	2,055
Price	1,939	.....	2	997	1,036
Racine	3,281	2	3	1,641	1,556
Richland ...	6,088	5	25	3,067	2,991
Rock	6,389	6	3	3,227	3,067
St. Croix	6,087	.....	75	3,179	4,551
Sauk	6,279	1	13	3,189	3,111
Sawyer	607	.....	5	285	322
Shawano	5,496	4	1	2,876	2,677
Sheboygan ..	5,822	2	10	3,029	2,835
Taylor	2,242	.....	4	1,145	1,101
Trempealeau	5,132	6	11	2,466	2,218
Vernon	7,545	4	38	3,942	3,769
Vilas	687	.....	.....	373	314
Walworth ..	5,961	35	11	2,997	2,926
Washburn ..	1,241	5	1	663	606
Washington	5,014	3	3	2,674	2,426
Waukesha ..	7,697	5	19	3,961	3,745
Waupaca ...	6,492	.....	10	3,307	3,218
Waushara ...	3,992	3	10	2,089	1,916
Winnebago ...	3,948	3	12	2,014	1,912
Wood	4,536	12	9	2,303	2,254

Statistical Tables.

TEACHERS' CERTIFICATES, 1896-97.

COUNTIES.— Exclusive of cities under city superintendents.	CERTIFICATES GRANTED BY COUNTY SUPERINTENDENTS.										Applicants refused cer- tificates.	Limited certificates granted.	Teachers holding state certificates.	Normal School Graduates.	No. who have attended Normal School.	Amount of fees collected at examination.	Amount received for cer- tificates granted in other counties.	Amount received for high school diplomas.
	1st grade.		2d grade.		3d grade.		Total.											
	To men.	To women.	To men.	To women.	To men.	To women.												
Totals.....	175	299	471	1,274	1907	5,054	8580	2,787	563	392	284	1,638	\$10,849	\$333	\$62			
Adams.....	.....	.....	.....	.....	15	17	84	120	30	30	1	.....	.....	.....	.....	.....
Ashland.....	1	.....	3	2	3	30	36	13	.....	1	.....	15	\$72	4	.....	.....
Barron.....	4	4	7	32	33	96	176	36	1	8	8	39	213	6	.....	.....
Bayfield.....	1	4	.....	13	1	30	49	9	4	3	4	10	53	4	.....	.....
Brown.....	2	12	8	21	26	47	116	26	.....	3	.....	30	70	.....	.....	.....
Buffalo.....	1	1	6	28	30	56	121	20	1	4	2	17	140	1	\$1	.....	
Burnett.....	1	1	2	9	7	20	40	3	5	.....	.....	8	45	2	.....	.....
Calumet.....	.....	.....	.....	.....	2	1	3	34	.....	3	.....	47	37	.....	.....	.....
Chippewa.....	6	5	10	36	13	100	170	58	3	8	9	12	237	24	.....	.....
Clark.....	3	10	13	39	31	105	201	58	4	6	3	25	263	18	2	.....	
Columbia.....	.....	3	15	16	41	162	237	68	54	5	5	28	305	4	.....	.....
Crawford.....	5	9	4	12	17	84	131	45	.....	2	1	20	175	.....	.....	.....
Dane.....	6	9	18	51	47	224	355	124	32	21	4	25	480	23	6	.....	
Dodge.....	5	7	21	32	57	123	245	118	9	3	8	41	363	.....	.....	.....
Door.....	2	2	7	5	26	37	79	36	8	3	1	9	123	.....	.....	.....
Douglas.....	1	.....	2	4	6	36	49	20	6	.....	.....	11	69	.....	.....	.....
Dunn.....	1	5	6	28	22	98	160	.....	2	6	3	28	205	4	1	.....	

Statistical Tables.

	1	4	2	14	8	75	101	72	2	3	2	3	2	3	140	7	3
Eau Claire	1	4	2	14	8	75	101	72	2	3	2	3	2	3	140	7	3
Florence	2	2	1	26	33	119	137	118	11	2	2	2	2	2	17	2	2
Fond du Lac	1	6	1	7	2	12	22	2	11	9	9	9	9	9	284	10	10
Grant	4	8	9	12	13	212	258	53	2	35	21	21	21	21	22	6	2
Green	4	12	15	33	40	127	231	48	10	12	3	3	3	3	311	8	8
Green Lake	2	2	4	8	9	42	70	42	2	3	3	3	3	3	256	21	3
Iowa	3	19	4	30	18	115	189	26	2	1	3	3	3	3	114	1	1
Iron	2	1	1	6	...	21	30	2	2	4	3	3	3	3	220	2	4
Jackson	5	9	13	39	23	63	158	47	6	11	10	13	13	13	32	3	...
Jefferson	1	7	14	34	21	116	193	23	3	...	...	...	...	...	202	3	...
Juneau	1	2	7	13	17	99	139	71	3	1	10	11	11	11	216	3	...
Kenosha	3	2	8	6	7	51	77	41	...	2	3	23	23	23	266	1	...
Kewaunee	...	...	...	2	30	19	58	36	...	5	4	6	6	6	94	2	1
La Crosse	1	1	6	15	5	33	61	33	21	2	3	3	3	3	92	1	1
Lafayette	2	6	11	32	12	92	155	36	2	...	2	7	7	7	172	18	1
Langlade	...	...	...	16	8	32	64	10	...	...	...	...	...	...	70	4	...
Lincoln	6	4	2	20	9	28	69	15	...	...	...	...	...	...	84	...	...
Manitowoc	3	6	12	16	75	94	206	118	...	7	15	...	...	...	236	1	...
Marathon	2	2	10	22	40	101	177	75	...	...	...	...	...	...	286	5	...
Marquette	1	3	5	7	5	49	70	9	8	1	4	...	...	...	69	10	...
Milwaukee	14	2	13	6	24	57	82	3	...	...	...	...	...	...	87	4	...
Monroe	8	6	8	29	19	96	165	17	4	27	25	45	45	45	120	...	3
Oconto	3	1	9	12	14	59	98	28	9	6	5	24	24	24	202	2	3
Oneida	1	3	...	9	...	20	33	14	...	3	1	19	19	19	111	1	...
Outagamie	1	3	3	27	23	109	168	64	24	3	...	7	...	...	27	6	...
Ozaukee	3	2	8	4	27	27	71	92	8	5	1	31	...	...	213	19	...
Pepin	1	...	1	12	8	32	54	15	2	6	4	43	...	...	99	2	...
Pierce	2	9	14	24	27	87	163	46	17	4	12	8	...	...	69	2	...
Polk	1	1	6	16	8	85	117	57	13	2	...	50	...	...	222	7	1
Portage	...	...	4	10	9	37	60	47	13	5	3	40	...	...	188	...	...
Price	...	...	...	8	...	56	75	20	...	...	...	21	...	...	106	1	...
Racine	1	...	1	12	13	68	93	14	1	4	1	18	...	...	83	12	1
Richland	2	9	17	33	34	118	213	56	...	2	2	20	...	...	109	4	...
Rock	2	14	12	43	24	170	265	47	12	3	6	12	...	...	257	9	...

Statistical Tables.

TEACHERS AND TOWNSHIP LIBRARIES, 1886-87.—Continued.

COUNTIES—Exclusive of cities under city superintendents.	TEACHERS				TOWNSHIP LIBRARIES.				
	Teachers employed.		Teachers' average wages.		Amount expended during year.	No. vol-umes pur-chased during year.	Whole No. purchased since 1887.	Whole amt expended for books since 1887.	
	Male.	Female.	Total.	For men.					For women.
Forest.....	2	7	9	\$45 00	\$37 00	\$38 00	80	\$38 00	
Grant.....	50	315	365	67 00	23 00	796 63	3,387	2,465 90	
Green.....	60	195	255	34 00	25 35	420 23	2,711	1,227 03	
Green Lake.....	27	81	108	31 66	23 00	322 47	586	2,242	
Iowa.....	22	135	157	62 00	24 50	506 52	634	1,900 12	
Iron.....	5	23	28	67 88	42 26	177 50	208	283 00	
Jackson.....	37	120	157	44 29	26 93	662 93	1,236	3,223 74	
Jefferson.....	38	148	186	41 90	33 54	495 13	618	3,696	
Juneau.....	35	145	180	40 21	25 25	376 23	645	2,046	
Kenosha.....	17	66	83	37 79	32 23	294 99	525	1,250	
Kewaunee.....	41	32	73	38 57	30 29	653 23	703	2,520	
La Crosse.....	18	66	84	49 03	28 66	477 98	699	2,138	
Lafayette.....	30	79	109	54 17	25 09	623 44	908	4,638	
Langlade.....	14	74	88	32 70	31 43	232 38	371	576 02	
Lincoln.....	23	38	61	32 60	31 50	131 58	180	205 11	
Manitowoc.....	78	83	161	48 50	33 50	878 27	1,392	3,383	
Marathon.....	61	128	189	37 49	30 23	845 32	1,269	2,784	
Marquette.....	13	49	62	52 00	34 00	395 20	456	1,973	
Marquette.....	20	65	85	32 80	32 80	311 20	423	1,385	
Milwaukee.....	46	93	139	62 00	43 00	1,004 78	1,768	4,652	
Monroe.....	42	185	237	42 00	24 00	587 23	992	2,401	
Oconto.....	22	60	82	34 15	30 00	275 79	407	1,631	
Oneida.....	4	45	49	83 33	38 25	62 50	91	129	

Statistical Tables.

Outagamie	26	130	156	38 00	27 70	835 17	1, 698	3, 389	3, 047 57
Ozaukee	45	37	82	48 11	30 22	338 28	697	1, 877	921 23
Pepin	17	44	61	43 55	28 52	188 80	146	1, 191	769 08
Pierce	52	118	170	46 80	31 75	749 51	1, 236	3, 334	2, 259 46
Polk	22	135	157	41 00	30 75	457 90	703	2, 441	1, 396 95
Portage	38	125	163	32 00	23 54	788 43	994	2, 106	1, 677 94
Price	13	63	76	51 85	34 53	210 42	394	1, 745	1, 131 91
Racine	16	76	92	44 32	28 70	469 62	581	1, 474	873 74
Richland	46	183	229	37 72	25 67	572 61	873	2, 475	1, 720 16
Rock	41	246	287	45 40	28 35	617 11	1, 007	4, 340	2, 691 71
St. Croix	42	160	202	62 60	38 50	281 86	645	1, 600	709 66
Sauk	31	185	216	42 68	26 12	795 44	1, 443	5, 304	3, 329 80
Sawyer	4	32	36	67 50	36 49	76 85	90	300	142 00
Shawano	38	98	136	32 00	28 00	727 94	1, 006	1, 837	1, 108 88
Sheboygan	44	112	156	43 00	27 00	585 37	1, 055	3, 127	1, 659 11
Taylor	18	68	86	37 00	31 00	248 27	388	1, 819	1, 318 77
Trempealeau	46	113	159	36 18	26 85	713 95	1, 207	2, 449	1, 967 42
Vernon	67	188	255	36 27	24 90	866 82	1, 628	6, 578	3, 988 97
Vilas	4	17	21	55 00	40 05	82 25	131	903	518 00
Walworth	24	174	198	66 44	29 55	578 03	826	4, 069	1, 597 56
Washington	8	30	38	56 25	33 35	163 10	249	1, 018	168 60
Waukesha	50	74	124	45 60	30 75	680 86	1, 152	4, 063	2, 845 62
Waupaca	55	145	200	43 00	31 60	738 48	1, 272	3, 816	2, 288 63
Waushara	41	134	175	34 77	26 78	732 72	1, 080	2, 438	1, 494 38
Winnebago	32	129	171	30 10	24 60	463 72	727	1, 642	1, 139 03
Wood	18	115	133	33 75	30 60	405 33	686	1, 724	1, 180 81
	21	98	119	45 00	29 50	349 38	473	1, 518	828 03

Statistical Tables.

FINANCIAL RECEIPTS, 1896-97.

Countries—Exclusive of cities under city superintendents.	From money on hand June 30, 1896.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From tax levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Totals.....	\$801,394 68	\$1,564,006 40	\$215,155 26	\$519,247 46	\$454,275 43	\$390,547 69	\$3,944,616 92
Adams.....	\$3,365 45	\$7,328 99	.....	\$3,036 05	\$3,144 27	\$1,284 84	\$18,159 60
Ashland.....	5,762 50	5,869 72	\$12,100 00	322 93	1,650 47	1,577 99	27,283 61
Barron.....	18,181 53	23,115 22	216 51	6,854 01	6,901 42	3,492 99	38,761 68
Bayfield.....	5,894 74	2,057 00	29,074 00	1,791 20	2,578 64	5,534 72	46,930 30
Brown.....	11,576 82	11,556 45	253 00	11,516 93	10,024 73	1,364 07	46,292 00
Buffalo.....	9,049 97	17,738 97	638 28	9,126 06	6,114 37	2,744 35	45,482 00
Burnett.....	3,993 05	4,417 30	1,500 00	3,164 05	2,365 61	888 24	16,328 25
Calumet.....	9,273 98	12,369 55	296 71	8,129 39	7,390 08	4,835 97	42,295 68
Chippewa.....	28,655 09	24,827 86	15,173 57	8,475 42	6,773 81	6,689 59	90,595 34
Clark.....	25,256 35	37,562 32	2 00	8,447 24	8,643 50	4,325 40	84,236 81
Columbia.....	11,173 87	32,263 95	.....	8,414 91	6,195 78	4,594 63	62,943 14
Crawford.....	6,996 78	11,887 27	111 29	5,970 78	4,895 28	2,351 61	32,213 01
Dane.....	21,649 14	64,667 83	600 00	19,053 26	15,972 72	7,562 82	129,505 77
Dodge.....	16,548 31	45,338 59	68 33	16,782 60	13,464 59	5,941 38	98,143 80
Door.....	8,492 69	8,686 80	.....	6,840 63	6,830 64	2,539 99	33,390 75
Douglas.....	5,002 58	3,000 00	20,657 01	980 11	980 11	725 00	31,344 81
Dunn.....	9,333 29	22,105 79	139 55	7,654 26	7,772 86	3,607 32	50,613 07
Eau Claire.....	10,386 41	19,041 70	1,044 75	6,015 09	5,653 73	3,975 20	46,116 88
Florence.....	6,419 59	4,886 95	5,500 00	1,240 75	837 38	1,283 67	20,168 34
Fond du Lac.....	17,491 64	30,582 20	86 95	11,504 24	10,957 12	2,921 81	73,543 96
Forest.....	62 50	.....	4,850 00	169 02	127 02	35 35	5,243 89
Grant.....	18,548 03	58,614 83	247 42	15,422 95	10,139 99	11,938 79	114,912 01

Statistical Tables.

Green.....	12, 116 271	27, 409 13	86 19	6, 612 54	5, 786 81	8, 287 46	60, 298 40
Green Lake.....	5, 536 07	14, 426 52	.....	4, 719 29	5, 254 64	3, 368 81	30, 305 33
Iowa.....	7, 238 04	27, 881 33	285 95	8, 058 35	7, 373 03	5, 457 46	56, 274 16
Iron.....	11, 251 14	12, 045 00	8, 000 00	8, 512 84	501 07	869 31	33, 179 36
Jackson.....	18, 664 03	20, 626 45	1, 511 53	11, 615 04	8, 818 77	8, 740 50	68, 723 47
Jefferson.....	17, 750 39	46, 892 97	250 00	6, 703 85	6, 424 36	7, 807 96	94, 097 67
Juneau.....	12, 058 62	29, 081 09	52 50	3, 936 92	2, 940 97	1, 722 30	63, 128 38
Kenosha.....	4, 553 42	14, 735 64	.....	8, 249 58	7, 279 99	2, 053 63	27, 889 25
Kewaunee.....	7, 014 86	13, 395 45	300 00	5, 765 30	6, 977 04	1, 047 30	38, 323 61
La Crosse.....	9, 009 38	14, 010 78	.....	8, 337 10	4, 678 64	1, 25 20	34, 510 80
Lafayette.....	6, 954 95	37, 333 03	8 49	2, 454 85	2, 283 56	1, 125 20	62, 868 95
Laporte.....	9, 518 09	13, 237 81	2, 569 22	17, 603 51	15, 437 75	8, 614 05	31, 183 73
Licolen.....	4, 077 79	2, 541 36	6, 543 73	11, 562 59	10, 582 31	2, 666 79	16, 954 58
Manitowoc.....	18, 625 19	55, 431 47	97 87	5, 043 49	4, 736 11	2, 395 56	115, 809 84
Marathon.....	24, 635 27	26, 911 69	1, 530 22	11, 621 25	2, 323 62	866 77	77, 888 87
Marquette.....	13, 151 68	11, 416 08	6, 400 00	4, 794 57	4, 478 79	9, 289 79	44, 120 64
Marquette.....	4, 736 31	6, 915 83	.....	15, 626 89	3, 555 68	15, 666 68	29, 541 10
Milwaukee.....	20, 825 28	66, 179 45	691 06	9, 547 03	14, 610 56	18, 332 08	133, 629 92
Monroe.....	19, 683 52	37, 857 71	303 96	5, 499 72	9, 291 00	2, 395 56	95, 015 30
Monroe.....	11, 762 91	11, 116 70	2, 871 62	23, 017 72	4, 736 11	866 77	31, 261 15
Oneida.....	4, 805 43	.....	23, 017 72	11, 621 25	2, 323 62	5, 911 77	56, 465 60
Outagamie.....	13, 020 13	16, 109 30	400 00	7, 626 67	9, 403 15	1, 672 58	45, 931 33
Ozaukee.....	6, 983 11	18, 691 52	4, 465 62	3, 024 60	6, 481 83	1, 109 47	20, 743 06
Pepin.....	4, 597 88	8, 806 72	.....	9, 787 33	3, 201 39	8, 464 01	73, 507 27
Pierce.....	15, 470 81	30, 849 24	396 05	7, 351 20	8, 539 83	3, 065 09	52, 645 99
Polk.....	13, 301 46	21, 344 53	189 19	8, 005 93	7, 394 52	5, 058 85	55, 108 85
Portage.....	23, 946 97	10, 714 56	.....	203 77	7, 382 54	3, 277 07	39, 007 29
Price.....	9, 431 80	11, 864 10	11, 961 89	6, 531 28	2, 268 66	37, 116 46	82, 531 05
Racine.....	8, 933 87	25, 323 63	92 90	9, 507 31	4, 532 91	4, 532 26	52, 612 49
Richland.....	9, 455 27	22, 739 73	.....	9, 043 00	6, 357 92	3, 527 49	93, 437 17
Rock.....	21, 214 02	50, 843 51	.....	8, 937 30	8, 809 12	5, 632 46	71, 081 46
St. Croix.....	12, 474 33	35, 091 16	128 27	10, 610 65	8, 817 94	3, 247 86	65, 709 53
Sauk.....	8, 932 70	33, 522 79	.....	10, 965 30	9, 335 53	423 20	28, 192 97
Sawyer.....	.....	.....	27, 000 10	769 67	10, 539 26	.....	62, 151 77
Shawano.....	19, 733 69	16, 997 74	819 90	10, 965 30	8, 526 51	11, 880 25	70, 936 20
Sheboygan.....	10, 805 67	26, 690 59	.....	12, 306 15	.....	3, 822 85	.....

Statistical Tables.

FINANCIAL RECEIPTS, 1896-97.

COUNTIES—Exclusive of cities under city superintendents.	From money on hand June 30, 1896.	From taxes levied at dis- trict school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of superintendents.	From state school fund income.	From all other sources.	Total amount received dur- ing the year.
Taylor	\$11,176 98	\$19,644 86	\$2,950 00	\$3,330 85	\$3,434 46	\$1,483 15	\$42,020 30
Trempealeau	11,462 13	19,452 73	.....	9,204 77	8,244 91	4,841 14	53,205 68
Vernon	10,798 40	27,284 88	.....	11,329 54	10,423 35	9,908 39	69,818 24
Vilas	3,571 73	2,860 00	7,280 00	1,340 00	688 53	125 00	15,865 26
Walworth	14,907 87	62,693 74	.....	8,644 71	5,435 42	11,962 83	103,644 57
Washington	7,249 58	1,485 81	11,186 00	3,065 93	1,634 69	6,800 52	25,302 53
Washington	6,380 37	21,368 47	385 67	10,789 55	8,962 11	6,800 38	54,686 55
Waukesha	15,202 24	62,483 73	.....	14,207 86	11,221 21	18,529 81	121,644 85
Waupaca	12,556 74	22,164 94	741 77	10,723 31	9,477 74	32,056 92	87,721 42
Waushara	9,106 67	13,911 44	.....	6,188 14	5,403 02	1,703 41	36,314 68
Winnebago	6,633 37	14,748 54	.....	7,068 31	6,046 34	2,791 65	7,328 21
Wood	15,753 94	28,953 32	4 74	8,415 51	9,538 11	6,440 25	69,105 87

Statistical Tables.

FINANCIAL DISBURSEMENTS, 1896-97.

COUNTIES— Exclusive of cities un- der city su- perin- tendents.	For building and repairing.	For apparatus	For services of male teachers.	For services of female teachers.	For old indebt- edness.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1897.
Total . . .	\$382,899 08	\$56,677 46	\$628,537 41	\$1,416,935 07	\$181,604 17	\$49,698 39	\$447,685 07	\$3,163,096 65	\$781,590 27
Adams	\$800 26	\$208 10	\$2,541 50	\$9,025 05	\$110 02	\$302 81	\$1,467 81	\$14,815 55	\$3,344 05
Ashland	4,075 46	1,086 45	2,890 98	9,834 25	.....	574 14	2,611 41	21,072 69	6,210 92
Barron	4,011 84	830 49	8,736 25	21,270 33	2,003 87	981 52	4,930 61	42,764 91	15,896 77
Bayfield	3,782 40	789 13	2,847 50	17,235 00	3,209 07	580 04	9,104 78	37,557 92	8,372 38
Brown	2,281 27	470 08	8,740 50	17,335 50	1,664 43	235 36	5,378 25	36,205 39	10,086 61
Buffalo	1,076 00	775 34	12,209 82	14,015 40	4,081 70	424 91	5,181 62	37,764 79	7,717 21
Burnett	1,377 91	519 92	1,762 00	5,240 50	1,151 64	236 56	1,727 65	12,016 18	4,312 07
Calumet	1,833 55	665 25	8,994 00	14,599 03	2,604 36	426 24	4,323 46	33,445 89	8,849 79
Chippewa	14,345 58	2,088 66	8,477 35	32,410 47	830 22	1,402 66	8,895 25	68,450 19	22,145 15
Clark	6,164 61	1,766 73	13,148 54	28,010 35	1,368 74	1,308 40	7,456 30	59,223 67	25,013 14
Columbia	2,298 54	815 48	12,349 50	26,568 42	2,816 15	417 50	7,698 76	52,964 35	9,978 79
Crawford	2,500 19	682 59	4,468 50	14,681 65	1,029 15	272 30	2,859 76	26,494 14	5,718 87
Dane	6,686 18	1,305 15	20,961 00	56,760 17	8,369 47	1,883 01	13,842 60	109,907 58	19,698 19
Dodge	4,557 16	648 42	23,651 30	35,631 16	1,869 77	680 50	13,310 26	80,357 57	17,786 23
Door	1,600 03	466 28	5,987 50	9,798 40	468 86	229 68	3,379 55	21,940 30	11,450 45
Douglas	6,295 85	1,922 17	1,920 00	10,250 00	1,367 12	1,016 71	6,032 86	26,804 71	2,540 10
Dunn	3,043 08	1,366 65	9,027 75	20,723 95	1,251 01	398 70	5,129 89	40,831 03	9,682 04
Eau Claire	2,643 59	898 70	5,549 75	17,991 55	870 55	271 70	7,251 52	36,477 36	10,639 52
Florence	2,125 26	223 95	1,270 00	5,359 25	.....	293 08	2,565 31	11,836 85	8,331 49
Fond du Lac	5,167 28	740 84	10,400 50	31,106 96	2,492 09	396 35	6,842 08	57,146 10	16,397 86
Forest	300 00	.....	405 00	2,466 50	86 49	95 09	579 53	3,932 61	1,311 28
Grant	6,563 20	1,031 69	17,863 81	50,390 48	6,496 37	920 50	13,147 05	96,413 10	18,498 91

Statistical Tables.

FINANCIAL DISBURSEMENTS, 1886-97.—Continued.

COUNTIES— Exclusive of cities un- der city su- perin- tendents.	For building and repairing.	For apparatus	For services of male teachers.	For services of female teachers.	For old indbt- edness.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1897.
Green.....	\$11,529 55	\$572 00	\$10,235 08	\$21,076 85	\$2,273 77	\$433 71	\$4,934 30	\$51,035 26	\$9,243 14
Green Lake..	1,173 23	244 42	5,792 00	11,340 05	2,693 89	178 09	2,742 76	24,164 44	6,140 89
Iowa	4,975 04	887 40	7,788 00	25,396 78	3,078 47	619 52	7,192 94	49,838 15	6,346 01
Iron	1,439 60	173 04	2,300 00	6,310 00	.....	343 55	2,640 21	13,206 40	19,972 96
Jackson	7,687 88	969 59	8,222 70	19,583 83	1,583 34	611 22	8,444 65	47,103 21	21,820 26
Jefferson	2,913 93	708 32	14,121 41	35,046 73	9,727 84	353 70	14,869 38	77,771 31	16,326 36
Juneau	5,229 17	635 76	10,747 50	22,513 11	3,113 76	469 84	7,072 25	49,781 39	13,346 99
Kenosha	2,074 83	316 19	5,370 25	12,371 78	1,079 85	187 46	2,943 16	23,743 52	4,145 73
Kewaunee	2,593 63	1,193 57	13,158 75	9,457 10	1,686 29	534 32	5,497 33	33,130 99	5,192 52
La Crosse	2,122 95	665 17	6,021 00	12,750 00	1,437 17	259 49	2,880 89	26,136 67	8,374 13
Lafayette	2,211 81	710 79	11,281 50	30,643 60	2,439 72	430 61	7,546 13	55,264 16	7,604 79
Langlade	2,581 11	737 71	2,311 00	13,447 45	520 93	364 69	3,213 30	23,176 19	8,012 54
Lincoln	1,974 71	453 91	2,615 00	5,865 25	100 00	42 92	2,364 76	13,416 55	3,538 03
Manitowoc	9,869 94	876 70	32,838 70	30,224 50	6,254 69	1,287 90	11,622 08	92,974 51	22,835 33
Marathon	4,399 63	2,059 37	14,541 50	25,691 88	1,541 46	866 09	7,568 52	56,775 35	21,113 52
Marquette	3,739 50	767 91	4,904 50	14,051 47	1,235 55	866 09	6,340 54	31,895 56	12,225 03
Marquette	8,970 21	98 84	4,720 50	8,438 05	3,397 86	106 48	2,811 69	25,543 63	3,997 47
Milwaukee	14,163 93	2,147 62	25,660 50	38,297 47	7,082 08	2,234 76	15,501 32	105,086 09	28,543 83
Monroe	22,581 03	944 78	11,496 25	31,050 98	6,690 48	984 83	12,119 70	85,779 65	9,235 65
Oconto	2,354 48	570 59	5,609 72	12,421 65	930 93	481 56	4,200 87	26,569 80	11,812 82
Oneida	1,619 12	373 40	2,407 50	13,165 25	220 44	804 69	7,814 03	25,775 26	5,485 89
Outagamie	4,068 15	759 98	5,983 50	23,022 60	2,608 07	814 69	5,517 32	42,767 31	13,698 29
Ozaukee	686 49	487 82	16,822 50	9,199 00	8,286 11	348 35	3,598 32	39,438 59	6,492 74
Pepin	681 99	181 57	3,164 70	9,332 15	4,406 68	468 14	2,075 16	16,310 39	4,432 67
Pierce	5,485 24	1,094 42	14,303 29	21,990 33	5,684 85	544 50	7,787 06	56,889 69	16,617 58

Statistical Tables.

Polk.....	2,492 25	1,223 23	5,421 50	20,950 91	1,043 06	94 90	5,729 78	37,804 63	14,841 36
Portage.....	6,493 99	1,582 71	7,043 25	14,200 60	1,590 11	946 19	3,736 46	34,593 31	20,515 54
Price.....	3,287 53	1,349 52	5,279 50	14,551 10	1,143 90	164 15	6,466 42	32,242 12	6,765 17
Racine.....	44,175 03	585 17	5,791 0	19,818 24	1,231 06	964 69	4,871 67	77,436 86	5,094 19
Richland.....	4,680 29	763 59	8,931 00	21,707 95	2,632 91	305 29	5,493 21	44,514 24	8,098 25
Rock.....	2,493 99	1,565 55	11,102 97	43,578 97	2,398 01	775 44	11,856 44	73,771 37	19,665 80
St. Croix...	5,380 93	1,693 96	11,027 90	29,346 75	1,294 89	826 62	7,924 70	56,495 75	14,585 71
Sauk.....	2,687 79	1,149 44	10,208 90	31,685 71	3,312 37	617 54	6,011 02	55,702 77	10,006 76
Sawyer.....	14,766 68	400 00	2,115 00	6,497 88	.....	755 00	3,658 41	28,192 97	.....
Shawano...	9,649 52	1,183 42	9,698 00	18,458 00	2,429 49	1,644 61	6,739 95	49,802 99	21,133 21
Sheboygan...	2,920 55	661 63	14,302 25	23,259 68	5,184 94	1,076 33	7,300 89	54,706 27	7,445 50
Taylor.....	3,540 20	661 96	5,467 70	14,570 75	787 91	770 31	5,102 39	30,901 22	11,119 08
Trempeale'u	4,191 07	931 02	10,204 05	18,179 00	1,249 03	767 16	6,260 74	41,782 07	11,423 61
Vernon.....	3,085 45	781 67	13,063 50	24,717 25	6,771 75	759 04	7,508 49	56,697 15	13,121 09
Vilas.....	1,220 00	831 72	2,490 00	6,185 00	461 00	242 00	2,716 09	14,145 81	1,719 45
Walworth...	3,652 14	490 07	12,488 50	45,963 65	9,035 91	356 56	14,409 78	86,396 61	17,247 96
Washington..	806 56	1,033 10	3,670 00	9,058 67	1,185 57	567 64	4,115 14	20,436 68	4,865 85
Waukesha...	810 26	488 29	17,425 02	18,202 37	5,344 47	690 65	6,299 53	49,260 59	5,425 96
Waupaca...	20,468 22	579 16	18,257 25	40,485 87	9,760 12	2,020 65	14,345 40	105,916 67	15,728 18
Waushara...	26,295 78	938 54	10,625 47	24,264 50	3,663 84	2,832 31	6,721 33	75,361 77	12,359 65
Winnebago...	2,603 67	435 42	4,397 75	16,217 37	786 58	259 96	3,233 59	27,934 34	8,380 34
Wood.....	1,698 45	460 89	4,696 00	19,469 17	1,754 11	1,731 21	6,061 25	35,871 08	1,457 13
	4,832 34	934 46	8,207 50	22,174 45	4,077 82	1,038 45	8,677 41	49,942 43	19,163 44

Statistical Tables.

CITIES UNDER CITY SUPERINTENDENTS—1896-97.

CITIES.	CHILDREN RESIDING IN CITY.				ENROLLMENT IN SCHOOLS.							Average daily attendance of all pupils.	
	Number between 4 and 20.			Number between 7 and 13 and 13.	Number between 4 and 20 who attended public schools.			Under 4.	Over 20.	Total number enrolled.	Number between 7 and 13 who attended.		
	Male.	Fe- male.	Total.		Male.	Fe- male.	Total.				Public school 12 weeks or more.		Private school 12 weeks or more.
Totals.....	114,086	116,825	230,911	96,596	58,896	58,435	117,331	9	94,117	434	65,301	29,110	88,074
Antigo.....	899	818	1,717	706	511	497	1,008	.....	.....	.....	506	.....	735
Appleton.....	2,454	2,605	5,059	1,975	1,175	1,117	2,292	.....	5	2,995	1,132	798	1,776
Ashland.....	1,728	1,761	3,489	1,630	911	921	1,832	1	2	1,837	1,177	412	1,366
Baraboo.....	748	820	1,568	776	708	786	1,504	.....	.....	1,504	741	.....	1,238
Beaver Dam..	914	886	1,800	758	455	469	924	.....	2	926	549	183	736
Beloit.....	1,346	1,381	2,727	1,204	867	968	1,835	.....	1	1,836	1,020	18	1,397
Berlin.....	733	736	1,469	700	399	436	835	1	1	837	427	270	607
Brodhead....	217	220	437	199	208	218	426	.....	2	428	213	.....	335
Chi'pewa F'lls	1,418	1,529	2,947	1,374	641	742	1,383	.....	2	1,385	855	519	1,135
Columbus....	312	337	649	227	247	270	497	.....	5	502	214	18	382
De Pere.....	455	500	955	352	159	161	320	.....	.....	320	147	199	259
Eau Claire...	3,240	3,213	6,453	2,973	2,142	2,063	4,205	.....	4	4,209	2,520	427	3,410
Fond du Lac.	2,356	2,664	5,020	1,860	1,042	1,070	2,112	.....	1	2,113	1,552	.....	1,717
Grand Rapids	378	373	751	426	247	210	457	.....	3	460	233	98	363
Green Bay....	3,023	3,125	6,148	2,629	1,741	1,682	3,423	.....	.....	3,423	2,118	588	2,647
Hudson.....	489	546	1,035	412	406	445	851	.....	.....	851	405	10	670

Statistical Tables.

Janesville	2,095	2,166	4,261	1,446	1,158	1,188	2,346	.....	2,346	1,220	227	1,873
Kaukauna	947	915	1,862	1,006	373	347	720	.....	724	424	564	619
Kenosha	1,682	1,573	3,255	1,440	560	642	1,202	.....	1,203	699	711	905
La Crosse	4,864	5,276	10,140	4,563	2,771	2,852	5,623	.....	5,630	3,378	908	4,266
Madison	2,465	2,485	4,950	2,145	1,398	1,336	2,734	.....	2,734	1,514	565	2,163
Marquette	2,622	2,587	5,209	2,480	1,660	1,604	3,264	.....	3,268	2,120	402	2,630
Menasha	1,086	1,075	2,151	875	410	451	861	.....	861	498	461	653
Menomonie	1,123	1,068	2,201	1,098	682	678	1,360	.....	1,384	885	150	1,088
Merrill	1,407	1,449	2,856	1,182	889	906	1,795	.....	1,795	952	196	1,314
Milwaukee	45,640	46,534	92,174	35,996	20,177	19,091	39,268	.....	39,268	20,125	14,761	28,908
Mineral P'nt.	521	556	1,077	451	360	369	729	.....	729	391	55	570
Monroe	540	584	1,124	.....	.....	.....	.....	.....	.....	.....	.....	.....
Neenah	1,041	1,138	2,179	974	639	663	1,332	.....	1,332	863	70	1,098
New London	410	377	787	390	136	117	253	.....	258	204	177	297
Oconto	1,071	1,010	2,111	975	516	488	1,004	.....	1,001	505	470	720
Onalaska	280	283	563	272	232	236	468	.....	468	265	.....	367
Oshkosh	4,280	4,447	8,727	3,321	2,444	2,584	5,028	.....	5,031	2,314	1,225	3,277
Portage	871	930	1,801	704	454	514	968	.....	968	433	271	700
Pra. d. Chien	521	569	1,090	507	279	292	571	.....	574	272	360	391
Racine	3,995	4,069	8,064	3,814	2,229	2,232	4,521	.....	4,528	2,652	966	3,740
Reedsburg	335	306	641	257	206	235	501	.....	503	244	14	377
Rice Lake	529	565	1,094	476	358	391	749	.....	749	387	77	494
Ripon	496	518	1,014	464	420	402	822	.....	823	438	70	640
Sheboygan	4,001	3,969	7,970	3,347	1,925	2,000	3,925	.....	3,926	2,091	1,210	2,907
Stevens P'nt.	1,836	1,907	3,743	1,498	902	802	1,704	.....	1,704	1,014	448	1,331
Sturgeon Bay	529	588	1,117	505	352	366	718	.....	720	418	109	506
Superior	3,022	3,290	6,312	2,972	2,629	2,769	5,398	.....	5,399	3,061	2	3,348
Tomahawk	343	383	726	699	952	973	535	.....	535	663	.....	395
Watertown	1,893	1,801	3,694	1,648	536	539	1,075	.....	1,076	1,081	566	834
Wausau	380	383	763	504	338	385	763	.....	728	504	.....	537
Wausau	2,087	2,006	4,093	1,998	1,316	1,216	2,532	.....	2,532	1,530	435	1,806
Whitewater	464	474	938	373	336	362	693	.....	700	344	50	545

Statistical Tables.

CITIES UNDER CITY SUPERINTENDENTS, 1886-87.

CITIES.	TEACHERS EMPLOYED.			TEACHERS' SALARIES.		CERTIFICATES GRANTED BY CITY SUPERINTENDENTS.						
	Male.	Female.	Total.	Average to males.	Average to females.	1st Grade.		2nd Grade.		3rd Grade.		Total.
						To males.	To females.	To males.	To females.	To males.	To females.	
Totals and averages	284	2,293	2,577	\$292.60	\$415.48	33	83	12	287	6	385	806
Antigo	3	19	22	\$670 00	\$396 00	.....	.....	.....	.....	.....	.....	26
Appleton	10	53	63	1,002 50	428 30	.....	12	.....	10	.....	4	11
Ashland	3	35	38	780 00	554 22	1	.....	.....	3	.....	7	18
Baraboo	1	31	32	1,400 00	540 00	.....	2	.....	16	.....	.....	20
Beaver Dam	1	19	20	1,750 00	370 00	1	3	.....	3	.....	13	14
Beloit	3	38	41	994 17	420 50	1	3	.....	10	.....	.....	5
Berlin	2	19	21	937 50	380 00	1	1	.....	3	.....	.....	8
Brodhead	2	9	11	868 00	324 00	1	.....	5	.....	2	.....	18
Chippewa Falls	4	31	35	817 75	452 42	.....	.....	1	11	.....	6	2
Columbus	1	10	11	1,400 00	418 00	.....	.....	.....	5	.....	1	41
De Pere	1	7	8	540 00	468 00	.....	.....	.....	2	.....	.....	35
Eau Claire	12	74	86	724 16	426 24	.....	.....	1	9	.....	31	8
Fond du Lac	3	51	54	966 66	449 06	.....	.....	.....	35	.....	.....	20
Grand Rapids	3	18	21	663 33	381 00	1	.....	.....	.....	1	6	9
Green Bay	4	70	74	1,075 00	429 08	.....	7	.....	13	.....	.....	2
Hudson	1	16	17	1,350 00	397 00	1	.....	1	4	.....	5	2
Janesville	7	50	57	879 00	388 71	.....	.....	.....	.....	.....	.....	10
Kaukauna	3	15	18	933 00	378 00	.....	4	.....	6	.....	.....	.....

Statistical Tables.

Kenosha.....	22	25	900 00	456 20	8	5	45	70	128
Ia Crosse.....	106	115	1,422 22	495 17	1	1	5	6	12
Madison.....	56	59	1,000 00	490 51	1	1	7	18	26
Marquette.....	6	63	705 83	423 90					
Menasha.....	17	19	900 00	324 00					
Menomonie.....	2	33	1,043 75	509 62		3	5	20	29
Merrill.....	5	34	472 50	392 41		3	6	20	30
Milwaukee.....	4	818	1,300 00	575 00	1	17	20	1	45
Mineral Point.....	99	12	838 33	311 21	8				2
Monroe.....	3	15	1,225 00	340 07		1			
Neenah.....	2	23	1,600 00	381 00					
New London.....	1	27	1,600 00	360 00					
Oconto.....	1	10	1,000 00	434 00		2	2	24	24
Onalaska.....	5	20	740 00	360 00				2	6
Oshkosh.....	1	10	1,000 00	360 00					
Portage.....	11	100	1,090 10	492 61	1		1	3	4
Prairie du Chien.....	1	22	1,600 00	385 00			4	15	17
Racine.....	2	10	675 00	330 53				8	12
Reedsburg.....	10	12	1,187 50	412 09	2	1		37	7
Rice Lake.....	1	11	250 00	402 75	2	2		1	40
Ripon.....	4	14	531 25	354 25				1	6
Sheboygan.....	3	16	807 50	379 95				6	2
Stevens Point.....	17	77	820 35	428 10	1	1	3	42	9
Sturgeon Bay.....	4	42	911 25	421 25	2	1	22	2	48
Superior.....	4	46	637 50	420 00			4		25
Tomahawk.....	4	14	916 40	496 33		5	21	6	8
Watertown.....	8	121	1,000 00	360 00		1			27
Waupaca.....	1	13	1,116 00	418 00		4		7	8
Wausau.....	3	26	1,200 00	370 00		3	3	2	14
Whitewater.....	1	15	1,002 50	390 46				15	16
	4	52	1,000 00	428 40					
	2	19							

Statistical Tables.

CITIES UNDER CITY SUPERINTENDENTS, 1896-97.

CITIES.	TEACHERS EMPLOYED.		TEACHERS' SALARIES.		CERTIFICATES GRANTED BY CITY SUPERINTENDENTS.							
	Male.	Female.	Total.	Average to males.	Average to females.	1st Grade.		2nd Grade.		3rd Grade.		Total.
						To males.	To females.	To males.	To females.	To males.	To females.	
Totals and averages	284	2,293	2,577	\$392.60	\$415.48	33	83	12	287	6	385	806
Antigo	3	19	22	\$670.00	\$396.00	.....	.....	.....	.....	.....	4	.....
Appleton	10	53	63	1,002.50	428.30	.....	12	.....	10	.....	7	26
Ashland	3	35	38	780.00	554.22	1	.....	.....	3	.....	.....	11
Baraboo	1	31	32	1,400.00	540.00	.....	.....	.....	16	.....	.....	18
Beaver Dam	1	19	20	1,750.00	370.00	1	2	.....	3	.....	13	20
Beloit	3	38	41	994.17	420.50	1	3	.....	10	.....	.....	14
Berlin	2	19	21	937.50	380.00	1	1	.....	3	.....	.....	5
Brodhead	2	9	11	868.00	324.00	1	.....	5	.....	2	.....	8
Chippewa Falls	4	31	35	817.75	452.42	.....	.....	1	11	.....	6	18
Columbus	1	10	11	1,400.00	418.00	.....	.....	.....	5	.....	1	6
De Pere	1	7	8	540.00	468.00	.....	.....	.....	2	.....	.....	2
Eau Claire	12	74	86	724.16	426.24	.....	.....	.....	9	.....	31	41
Fond du Lac	3	51	54	966.66	449.06	.....	.....	1	35	.....	.....	35
Grand Rapids	3	18	21	663.33	381.00	1	.....	.....	.....	1	6	8
Green Bay	4	70	74	1,075.00	429.08	.....	7	.....	13	.....	.....	20
Hudson	1	16	17	1,350.00	397.00	.....	.....	.....	4	.....	5	9
Janesville	7	50	57	879.00	388.71	1	.....	1	.....	.....	.....	2
Kaukauna	3	15	18	933.00	378.00	.....	4	.....	6	.....	.....	10

Statistical Tables.

Kenosha.....	22	25	900 00	456 20	8	5	45	70	128
La Crosse	106	115	1,422 22	485 17	1	1	5	6	12
Madison	56	59	1,000 00	480 51	1	1	7	18	26
Marquette	57	63	705 83	423 90	1	1	7	18	26
Menasha	2	17	900 00	324 00	1	1	7	18	26
Menomonie	28	33	1,043 75	509 62	1	3	5	20	29
Merrill	30	34	472 50	392 41	1	3	6	20	30
Milwaukee	99	818	1,300 00	575 00	8	17	20	1	45
Mineral Point.....	12	15	838 33	311 21	1	1	1	1	2
Monroe	21	23	1,225 00	340 07	1	1	1	1	2
Neeah.....	27	28	1,600 00	381 00	1	1	1	1	2
New London.....	10	11	1,000 00	360 00	1	2	1	1	2
Oconto.....	15	20	740 00	434 00	1	1	1	1	2
Onalaska	9	10	1,000 00	360 00	1	1	1	1	2
Oshkosh	89	100	1,080 10	492 61	1	1	1	1	2
Portage	21	22	1,600 00	385 00	1	1	1	1	2
Prairie du Chien.....	10	12	675 00	330 53	1	1	1	1	2
Racine	87	97	1,187 50	412 09	2	1	1	1	2
Reedsburg	10	11	1,250 00	402 75	2	2	1	1	2
Rice Lake	4	14	531 25	354 25	1	1	1	1	2
Ripon	3	16	807 50	379 95	1	1	1	1	2
Sheboygan	17	84	820 35	428 10	1	1	1	1	2
Stevens Point	4	42	911 25	421 25	2	1	1	1	2
Sturgeon Bay	10	14	637 50	420 00	1	1	1	1	2
Superior	8	113	916 40	496 33	1	5	1	1	2
Tomahawk	12	13	1,000 00	360 00	1	1	1	1	2
Watertown	3	26	1,116 00	418 00	1	4	1	1	2
Waupaca	1	14	1,200 00	370 00	1	3	1	1	2
Wausau	4	48	1,002 50	380 46	1	1	1	1	2
Whitewater	2	17	1,000 00	428 40	1	1	1	1	2

Statistical Tables.

CITIES UNDER CITY SUPERINTENDENTS — FINANCIAL RECEIPTS, 1886-97.

Cities.	Amount on hand June 30, 1886.	From taxes for building and repairs.	From taxes for teachers' wages.	From general tax for school purposes.	From tax levied by county board.	From income of school fund.	From all other sources.	Total.
Totals	\$764,915 89	\$65,679 61	\$9,746 55	\$1,276,834 02	\$263,666 10	\$205,286 95	\$206,450 25	\$2,792,579 37
Antigo	\$2,457 10	.....	.....	\$9,496 85	\$1,802 94	\$265 15	\$7,655 07	\$21,677 11
Appleton	7,657 27	\$1,000 00	\$4,500 00	35,900 00	6,500 00	5,417 67	52,153 30	113,128 24
Ashland	4,736 63	4,500 00	.....	25,215 90	3,992 05	4,258 30	170 98	42,873 86
Baraboo	8,863 39	.....	.....	16,213 06	1,368 31	466 25	3,044 23	29,955 24
Beaver Dam	182 58	5,000 00	.....	11,500 00	2,965 86	2,336 96	68 70	22,054 10
Beloit .....	.....	2,500 00	.....	18,100 00	2,991 54	269 82	3,129 23	26,990 59
Berlin	5,769 41	.....	.....	6,000 00	1,734 86	1,183 47	1,046 43	15,734 17
Brodhead	1,272 62	.....	.....	3,800 00	552 68	940 85	528 16	7,094 31
Chippewa Falls	13,915 19	.....	.....	15,000 00	3,650 00	2,729 62	528 55	35,823 36
Columbus	3,052 88	.....	.....	6,180 00	733 56	632 56	706 25	11,496 25
De Pere	4,180 48	.....	.....	4,200 00	1,142 09	1,112 17	111 77	10,746 51
Eau Claire	18,801 85	.....	.....	40,000 00	7,284 44	7,258 41	6,034 32	79,379 02
Fond du Lac	21,447 88	.....	.....	27,000 00	5,586 64	4,195 16	5,399 15	63,628 83
Grand Rapids	9,553 30	.....	.....	6,500 00	860 39	265 95	230 00	17,409 64
Green Bay .....	.....	15,000 00	.....	30,971 00	6,793 88	7,074 01	1,031 65	60,870 54
Hudson	2,567 09	.....	.....	6,821 05	1,155 01	1,194 46	510 00	12,247 61
Janesville	9,426 60	.....	.....	23,000 00	5,027 34	3,777 31	2,233 45	43,464 70
Kaukauna	2,787 86	.....	.....	9,034 21	4,738 12	3,426 55	30,165 54	50,152 28
Kenosha	12,291 40	.....	.....	14,885 00	3,300 00	2,440 54	2,087 11	35,004 05
La Crosse	33,304 05	.....	.....	63,200 00	8,791 54	12,311 32	879 85	118,486 76
Madison	16,529 74	.....	.....	30,203 82	5,987 95	5,779 72	2,079 53	60,580 76
Marquette	865 91	.....	.....	28,000 00	5,694 06	4,422 92	1,079 20	40,062 09
Menasha	25,362 45	.....	.....	8,000 00	2,387 23	1,849 24	12,703 36	50,302 28

Statistical Tables.

Menomonie.....	3,361 35	4,787 78	153 84	19,700 00	2,614 12	2,217 52	25,341 94	58,176 55
Merrill	18 27	.....	.....	10,000 00	5,000 00	2,511 49	25,297 75	17,827 51
Milwaukee	373,474 83	.....	.....	430,000 00	104,977 00	78,994 17	8,985 14	996,431 24
Mineral Point	1,106 34	.....	.....	5,000 00	1,275 89	1,293 52	789 60	9,465 35
Monroe	2,669 20	.....	.....	15,141 67	1,425 15	1,025 58	5,140 08	25,401 68
Neeah	6,490 98	.....	.....	17,413 37	2,770 36	2,514 00	2,296 55	29,485 26
New London	533 17	.....	.....	4,071 75	162 99	765 25	2,483 36	8,019 52
Oconto.....	2,447 53	.....	5,062 71	1,719 31	574 95	1,687 17	.....	11,521 67
Onalaska.....	1,971 15	.....	.....	3,700 00	718 36	7,621 20	434 95	7,533 86
Oshkosh .....	.....	17,188 09	.....	60,000 00	.....	536 12	1,094 98	85,904 27
Portage .....	.....	.....	.....	7,200 00	2,121 04	1,376 85	1,963 75	11,825 91
Prairie du Chien	11,576 32	2,700 00	.....	1,192 00	.....	1,260 21	1,757 15	18,846 53
Racine	16,757 30	10,003 74	.....	35,000 00	20,000 00	.....	1,474 16	83,235 20
Reedsburg	1,818 50	.....	.....	4,500 00	758 27	587 80	1,209 67	8,874 24
Rice Lake.....	4,131 95	.....	.....	6,585 91	1,135 06	1,066 54	294 80	13,214 26
Ripon .....	.....	.....	.....	10,098 63	1,322 86	1,666 58	10,497 22	23,585 29
Sheboygan	25,398 14	.....	.....	52,153 34	8,771 93	6,826 67	1,433 52	94,583 40
Stevens Point	6,583 55	.....	.....	17,500 00	4,058 97	4,185 74	552 94	32,881 20
Sturgeon Bay	2,560 92	.....	.....	3,562 56	1,196 09	1,494 19	66 37	8,880 13
Superior	85,110 62	.....	.....	85,000 00	6,465 42	6,633 09	14 31	183,223 44
Tomahawk	4,110 60	.....	.....	.....	.....	.....	7,207 55	11,318 15
Watertown	8,798 52	.....	.....	8,403 00	4,058 97	535 37	321 60	22,117 46
Wausau .....	.....	3,000 00	.....	7,158 70	1,032 94	1,211 43	850 37	13,253 44
Whitewater	946 87	.....	.....	20,000 00	4,818 40	5,965 55	289 09	31,073 04
.....	.....	.....	.....	12,522 39	1,990 19	265 95	1,072 37	16,798 27

Statistical Tables.

CITIES—FINANCIAL DISBURSEMENTS, 1896-97.

Cities—Under city superintendents.	For building and repairing.	For apparatus and library.	For wages of male teachers.	For wages of female teachers.	For old indebtedness.	For all other purposes.	Total.	Balance on hand June 30, 1897.	Deficit.
Totals..	\$206,884 00	\$16,784 20	\$316,321 02	\$1,040,192 26	\$57,503 64	\$463,811 20	\$2,151,486 32	\$250,061 57	\$85,978 72
Antigo.....	\$3,539 90	\$38 68	\$2,010 00	\$6,524 00	.....	\$12,534 78	\$25,067 36	.....	\$3,390 25
Appleton....	17,636 43	934 78	9,925 00	22,278 71	\$21,587 42	19,738 20	92,100 54	21,027 70	.....
Ashland....	728 41	218 51	3,605 00	18,397 60	.....	8,227 28	31,176 80	11,697 06	.....
Baraboo....	451 31	521 43	1,700 00	14,368 02	.....	3,919 63	20,960 39	8,994 95	.....
Beaver Dam	5,207 80	50 00	1,750 00	7,800 00	1,238 16	3,568 26	19,614 22	2,439 88	.....
Beloit.....	368 16	224 40	2,980 00	14,753 87	3,153 90	4,070 73	25,551 06	1,439 53	.....
Berlin.....	423 21	149 35	1,700 00	6,880 00	.....	2,584 07	11,736 63	3,997 54	.....
Brodhead...	203 63	287 43	1,660 00	2,952 50	197 22	579 44	5,880 22	1,214 09	.....
Chipp. Falls	2,506 97	110 50	3,275 00	14,025 00	.....	3,992 36	23,909 83	11,913 53	.....
Columbus...	75 00	150 00	1,400 00	4,190 00	.....	1,267 16	7,082 16	4,354 09	.....
De Pere.....	36 76	99 67	540 00	3,220 00	.....	719 80	4,616 33	6,130 18	.....
Eau Claire...	1,284 85	1,212 54	10,072 87	31,414 30	2,000 00	27,739 30	73,723 86	5,655 16	574 66
Fond du Lac	21,033 70	600 00	3,299 76	25,230 03	.....	14,000 00	64,203 49	.....	699 52
Gr'd Rapids	10,300 00	75 00	1,990 00	3,050 00	.....	1,295 12	16,710 12	.....	741 88
Green Bay...	13,777 27	348 00	3,025 00	30,035 97	290 24	10,652 18	60,128 66	.....	.....
Hudson.....	800 00	150 00	1,350 00	6,324 00	.....	1,500 00	40,124 00	2,123 61	.....
Janesville...	2,039 37	6 00	4,395 00	19,391 00	.....	16,273 64	42,105 01	1,359 69	.....
Kaukauna...	14,144 79	100 00	2,810 00	5,701 25	4,901 00	4,436 84	32,096 88	18,055 40	.....
Kenosha....	1,144 62	148 96	2,700 00	9,375 00	.....	5,668 73	19,037 31	15,966 74	.....
La Crosse...	1,086 48	47 37	12,800 00	53,771 99	.....	15,647 66	83,353 50	35,133 26	.....
Madison.....	11,552 13	205 28	5,200 00	27,746 65	.....	14,524 24	59,228 30	1,352 46	.....
Marquette...	.....	1,795 95	3,930 00	24,285 98	.....	8,612 93	38,624 86	1,437 23	.....
Menasha...	28,146 14	92 97	1,800 00	5,911 25	.....	4,286 65	41,237 01	9,065 27	.....

Statistical Tables.

Menomonie.	6,770 04	327 95	4,625 00	12,221 40	21,202 19	45,146 58	13,029 97	1,559 50
Merrill	1,235 76	6 00	1,465 75	12,181 86	4,477 64	19,387 01		
Milwaukee.		749 87	140,280 64	420,841 92	124,868 94	686,741 37	309,689 87	
Mineral P't.		509 85	2,515 00	3,735 00	1,842 41	8,602 26	863 09	
Monroe.	2,544 58	100 00	2,450 00	7,141 49	9,152 84	25,055 58	346 10	
Neeah.	1,046 61	135 30	1,600 00	10,450 00	3,322 16	17,554 07	11,931 19	
New London	500 00	175 00	1,000 00	3,600 00	2,431 93	7,936 22	83 30	
Oconto			3,700 00	6,513 00		10,213 00	1,308 67	
Onalaska.	29 39	196 41	1,000 00	3,233 20	984 44	5,453 49	2,080 37	
Oshkosh ..	17,188 09	539 23	12,000 00	38,900 00	16,749 34	85,648 14	256 13	
Portage	914 14	510 00	1,600 00	8,100 00	3,402 91	14,617 52		2,791 61
Pr. du Chien	12,118 20	13 60	1,350 00	3,315 00	2,611 64	19,408 44		561 91
Racine	2,389 38	232 10	11,875 00	35,852 50	13,012 23	63,361 21	19,873 99	
Reedsburg.	135 24	139 79	1,350 00	3,857 98	493 73	6,270 59	2,603 65	
Rice Lake.	1,157 50	236 46	2,125 00	3,542 50	2,091 93	9,153 39	4,060 87	
Ripon	6,609 02	244 45	2,272 00	6,079 25	6,630 57	23,585 29		
Sheboygan.	5,896 36	912 11	13,946 00	33,391 25	14,913 51	70,620 83	23,962 57	
Stevens P't.	2,482 22	157 25	3,645 00	16,759 00	4,567 82	27,611 29	5,269 91	
Sturg'n Bay	448 39	152 84	2,650 00	3,800 00	1,404 87	8,456 10	424 03	
Superior.	1,470 45	3,121 81	7,331 25	56,085 62	28,778 82	101,875 95	81,347 49	
Tomahawk.	1,077 28	307 59	1,000 00	4,410 00	857 03	7,651 90	3,666 25	
Watertown.	3,308 15		3,250 00	9,752 50	3,149 38	19,460 03	2,657 43	100 79
Waupaca.	283 72	179 98	1,200 00	5,093 00	1,222 34	13,354 23		
Wausau.	582 38	114 10	4,172 75	18,219 92	5,197 74	31,073 04		
Whitewater.	750 17	155 69	2,000 00	5,478 70	4,605 69	14,990 25	1,808 02	

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES, 1886-87.

Location.	Principal.	Legal qualifications of principal.	Salary of the principal.	No. teachers employed.		Enrollment in High School.		
						Pupils under 20 years of age.		Pupils over 20.
				Male.	Female.	Male.	Female.	Total.
Totals.			\$160,998 81	201	258	5,725	7,345	13,070
Ahnapee	E. M. Phillips.	Oshkosh N. S. Dip.	\$1,000 00	1	1	16	24	40
Antigo	C. O. Marsh.	Univ. Wis. Dip.	1,200 00	2	1	39	58	97
Appleton	F. E. McGovern.	Univ. Wis. Dip.	1,600 00	5	4	61	63	124
Appleton	W. F. Winsey	Whitewater N. S. Dip.	1,300 00	2	1	20	21	41
Arcadia	G. O. Banting	Unlimited certificate.	945 00	1	1	38	26	64
Argyle	R. H. Mueller	Univ. Wis. Dip.	810 00	1	1	17	21	38
Ashland	J. T. Hooper.	Univ. Wis. Dip.	1,100 00	2	2	48	75	123
Augusta	L. W. Wood.	Unlimited certificate.	1,200 00	1	6	29	47	76
Baraboo	J. E. NeCollins	Univ. Wis. Dip.	1,400 00	1	5	85	124	209
Bayfield	A. W. McCulloch.	N'b'ska S'te c'tifi. c't's'd	1,200 00	1	2	14	23	37
Beaver Dam	H. B. Hubbell	Dartmouth Col. Dip.	1,750 00	1	3	48	62	110
Beloit	C. H. Gordon.	Special License.	1,600 00	3	5	57	160	217
Berlin	F. A. Lowell.	Univ. Wis.	1,400 00	2	2	51	59	110
Biramwood	M. P. Cady.	Unlimited certificate.	675 00	1	.....	14	20	34
Black Earth	D. E. Kiser.	Special License.	1,000 00	2	.....	12	15	27
Black River Falls	J. H. Derse.	Whitewater N. S. Dip.	1,550 00	1	3	42	63	105
Bloomington	S. E. Pearson	Platteville N. S. Dip.	900 00	1	1	21	34	55
Boscobel	G. W. Gehrand	Whitewater N. S. Dip.	1,128 81	1	2	26	56	82
Brandon	Geo. E. Dickinson.	Oshkosh N. S. Dip.	800 00	1	.....	17	15	32
Brodhead	Ralph W. Pringle.	Harvard Col.	1,300 00	2	1	32	54	86

Statistical Tables.

Burlington	J. M. Turner	Unlimited Certificate	1,200 00	1	2	42	37	79	2
Cassville	Willis P. Colburn	Platteville N. S. Dip	800 00	2	...	22	31	53	...
Centralia	S. M. Kyes	Oshkosh N. S. Dip	900 00	1	2	30	43	73	...
Chilton	F. A. Thayer	Whitewater N. S. Dip	950 00	1	1	38	32	70	1
Chippewa Falls	Robt. L. Barton	Unlimited Certificate	850 00	2	3	51	94	145	1
Clinton	H. B. Lathé	Oshkosh N. S. Dip	1,002 00	1	1	5	34	39	...
Clintonville	W. H. Hickok	Unlimited Certificate	1,000 00	1	1	26	33	58	1
Columbus	M. H. Jackson	Unlimited Certificate	1,400 00	1	2	45	41	86	4
Gumbarland	D. E. Cameron	River Falls N. S. Dip	1,000 00	1	1	27	33	60	1
Darlington	James M. Stevens	Special License	1,200 00	1	2	43	66	109	1
Deerfield	A. B. Moses	Univ. Wis.	675 00	2	...	17	14	31	2
De Forest	E. C. Meland	Oberlin Col.	810 00	1	1	19	30	49	13
Delavan	C. W. Rittenburg	Oshkosh N. S. Dip	1,350 00	1	2	36	47	83	...
De Pere	Violet M. Alden	Univ. Wis.	850 00	1	2	27	46	73	...
Dodgeville	O. J. Schuster	Unlimited Certificate	1,400 00	1	1	39	70	109	1
Durand	J. W. Nesbit	Univ. Wis.	900 00	1	1	34	28	61	1
East Troy	C. F. Hardy	Univ. Wis.	1,750 00	2	3	40	38	78	2
Eau Claire	M. S. Frawley	Univ. Wis.	1,200 00	1	2	50	25	75	...
Edgerton	H. A. Adrian	River Falls N. S. Dip	1,300 00	1	2	40	63	103	4
Elkhorn	C. D. Kipp	Unlimited Certificate	900 00	2	...	40	47	87	3
Ellsworth	C. J. Brewer	Milwaukee N. S. Dip	1,000 00	1	1	20	32	52	1
Elroy	W. E. Utendorfer	Iowa Dip. Cts'g'd	1,200 00	2	...	40	52	92	...
Evansville	H. F. Kling	Platteville N. S. Dip	630 00	...	...	16	20	36	3
Fennimore	Elizabeth F. Clary	Univ. Wis.	1,100 00	1	1	108	132	240	4
Florence	W. T. Campbell	Whitewater N. S. Dip	1,500 00	2	5	55	61	116	...
Fond du Lac	Leo A. Williams	Oshkosh N. S. Dip	1,600 00	2	2	30	20	50	2
Fort Atkinson	A. W. Weber	Univ. Wis.	1,000 00	1	1	43	34	77	3
Fox Lake	Robt. Rienow	Oshkosh N. S. Dip	1,400 00	2	1	55	83	138	...
Grand Rapids	Guy S. Ford	Unlimited Certificate	1,350 00	1	4	21	77	101	...
Green Bay	Wm. O. Brown	Univ. Wis.	1,100 00	1	1	35	32	67	...
Green Bay	A. W. Burton	Platteville N. S. Dip	1,350 00	1	1	13	30	43	3
Hartford	Edward W. Pryor	Platteville N. S. Dip	675 00	1	1	14	9	23	2
Hayward	J. G. Adams	Univ. Wis.	1,100 00	1	1	44	45	89	2
Highland	J. E. McGovern	Unlimited Certificate	1,350 00	1	3	53	80	133	...
Horicon	E. T. Johnson	Unlimited Certificate	1,200 00	1	1	17	26	43	...
Hudson	S. B. Toby	Platteville N. S. Dip	1,800 00	5	6	143	233	366	...
Hurley	John C. Bridgman	Univ. Mich.	1,000 00	1	2	17	43	60	1
Janesville	D. D. Mayne	Whitewater N. S. Dip	900 00	1	1	20	23	43	4
Jefferson	W. J. Hamill	Unlimited Certificate	1,000 00	1	1	20	23	43	...
Juneau	A. P. West	Unlimited Certificate	1,000 00	1	1	20	23	43	...

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES, 1896-7.

Location.	Principal.	Legal qualifications of principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			Pupils over 20.
				Male.	Fe-male.	Pupils under 20 years of age.			
						Male.	Fe-male.	Total.	
Kaukauna	Ira M. Allen	Special License	\$1,100 00	1	2	42	43	85	1
Kenosha	E. C. Wiswall	Univ. Wis	1,500 00	2	3	44	109	153	
Kewaunee	M. McMahon	Unlimited Certificate	1,200 00	1	2	39	25	64	
Lake Geneva	A. F. Bartlett	Oberlin Col.	1,600 00	1	2	22	38	60	2
Lake Mills	Allen B. West	Whitewater N. S. Dip.	1,200 00	1	2	26	40	66	2
Lancaster	L. L. Clarke	Unlimited Certificate	1,300 00	1	2	51	68	119	5
Lodi	R. E. Loveland	Oberlin Col.	1,100 00	1	1	26	51	77	1
Marinette	Guy E. Maxwell	Hamlin Univ	1,000 00	2	3	62	95	157	4
Madison	John H. Hutchison	Univ. Wis.	1,800 00	2	11	232	246	478	1
Marshall	Wm. Fowle	Unlimited Certificate	1,050 00	1	1	20	32	52	
Marshfield	Geo. W. Paulus	Univ. Wis	1,500 00	1	2	23	54	77	
Mauston	A. H. Fletcher	Milwaukee N. S.	1,200 00	1	2	35	42	77	
Mayville	L. S. Keeley	Platteville N. S.	1,100 00	2	7	243	198	441	
Mazomanie	O. M. Salisbury	Univ. Wis.	1,100 00	1	2	26	24	50	
Medford	John H. Francis	Univ. Wis.	1,100 00	2	1	37	46	83	2
Menasha	A. B. Dunlap	Wooster Univ	1,200 00	2	1	32	54	86	
Merrill	Anna E. Anderson	Unlimited Certificate	1,100 00	.....	3	38	65	104	
Milton Junction.	James T. Healy	Univ. Wis	900 00	1	1	14	30	44	
Mineral Point	A. R. Jolley	Unlimited Certificate	1,300 00	2	1	39	60	99	
Mondovi	G. M. MacGregor	Univ. Wis.	1,200 00	1	1	25	35	60	
Monroe	Alvin F. Rote	Univ. Wis.	1,750 00	2	2	52	85	137	3
Montfort	David James	Platteville N. S. Dip.	675 00	1	1	20	28	48	
Neenah	J. F. Conant	Oshkosh N. S. Dip.	1,600 00	1	3	48	61	109	1
Necedah	C. H. Maxson	Univ. Wis.	1,100 00	1	1	30	37	67	1

Statistical Tables.

Neillsville.....	W. L. Morrison.....	Unlimited Certificate..	1,500 00	1/	2	38/	56/	94/	2
New Lisbon.....	S. A. Bostwick.....	Univ. Wis.....	1,150 00	1/	1	24/	21/	45/	2
New London.....	DeWitt Elwood.....	Lawrence Univ.....	1,000 00	1/	2	47/	43/	90/	5
New Richmond..	J. W. T. Ames.....	Lawrence Univ.....	1,000 00	2/	1	51/	49/	100/	.....
Oconomowoc.....	C. R. Cross.....	Special License.....	1,100 00	1/	2	40/	52/	92/	4
Oconto.....	R. L. Cooley.....	Oshkosh N. S. Dip.....	1,200 00	2/	2	40/	40/	80/	.....
Omro.....	E. E. Sheidon.....	Unlimited Certificate..	800 00	1/	1	42/	39/	81/	6
Onalaska.....	B. F. Oltman.....	Unlimited Certificate..	1,000 00	1/	1	30/	28/	58/	.....
Oregon.....	Franklin Gould.....	Unlimited Certificate..	800 00	1/	1	42/	43/	85/	2
Palmyra.....	Frank J. Wells.....	Milwaukee N. S. Dip.....	775 00	2/	.....	35/	35/	70/	4
Pewaukee.....	F. L. McGowan.....	Unlimited Certif.....	900 00	2/	.....	18/	28/	46/	1
Phillips.....	A. D. Prideaux.....	Univ. Wis.....	1,000 00	1/	1	10/	25/	35/	1
Plainfield.....	Eber Dafee.....	Unlimited Certificate..	765 00	2/	.....	12/	28/	40/	3
Plymouth.....	Otto Gaffron.....	Unlimited Certificate..	1,000 00	1/	2	51/	56/	107/	3
Portage.....	W. G. Clough.....	Univ. Wis.....	1,600 00	1/	3	41/	74/	115/	.....
Poynette.....	H. S. Youker.....	Univ. Wis.....	800 00	2/	3	32/	20/	52/	.....
Prairie du Chien.	J. A. Pratt.....	Univ. Wis.....	1,000 00	1/	2	39/	46/	85/	1
Prairie du Sac..	J. F. Bergen.....	Whitewater N. S. Dip..	1,000 00	2/	.....	30/	27/	57/	6
Prescott.....	James Goldsworthy	Univ. Wis.....	1,000 00	1/	1	25/	35/	60/	2
Racine.....	A. N. Ozias.....	Special License.....	1,600 00	3/	5	129/	142/	271/	7
Reedsburg.....	W. N. Parker.....	Univ. Wis.....	1,250 00	1/	2	27/	37/	64/	2
Rhineland.....	C. M. Gleason.....	Whitewater N. S. Dip..	1,400 00	1/	2	32/	44/	76/	.....
Richland Cent'r.	A. E. Brainerd.....	River Falls N. S. Dip..	1,300 00	1/	3	53/	70/	123/	11
Ripon.....	Albert E. Schaub..	Univ. Wis.....	1,300 00	2/	2	111/	64/	175/	.....
River Falls.....	H. L. Wilson.....	Indiana Univ.....	.....	1/	2	29/	27/	56/	3
Sauk City.....	Herman F. Lueders	Univ. Wis.....	900 00	2/	.....	20/	28/	48/	.....
Seymour.....	R. H. Schmidt.....	Unlimited Certificate..	750 00	2/	.....	42/	46/	88/	1
Sharon.....	J. G. Skeels.....	Unlimited Certificate..	900 00	1/	2	14/	25/	39/	.....
Shawano.....	E. H. Reynolds.....	Milwaukee N. S. Dip..	900 00	2/	1	27/	37/	64/	1
Sheboygan.....	J. E. Riordan.....	Oshkosh N. S. Dip.....	1,700 00	6/	2	62/	101/	183/	1
Sheboygan Falls.	F. F. Showers.....	Univ. Wis.....	1,000 00	2/	.....	20/	28/	48/	1
Shullsburg.....	O. E. Rice.....	Univ. Wis.....	1,000 00	1/	2	18/	31/	49/	1
Sparta.....	J. W. Livingston..	Platteville N. S. Dip..	1,900 00	2/	2	63/	98/	161/	20
Spring Green.....	W. H. Schulz.....	Unlimited Certificate..	1,000 00	1/	1	31/	37/	68/	.....
Stevens Point...	H. A. Simonds.....	Amherst Col.....	1,800 00	3/	2	36/	79/	115/	.....
Stoughton.....	Arthur H. Sholtz..	Whitewater N. S. Dip..	1,200 00	1/	2	37/	49/	86/	.....

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES, 1896-7.—Continued.

Location.	Principal.	Legal qualifications of principal.	Salary of principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			Pupils over 20.
				Male.	Fe- male.	Male.	Fe- male.	Total.	
Sturgeon Bay	E. E. Beckwith	Unlimited Certificate.	\$1,100 00	1	2	22	40	62	2
Sun Prairie	James Melville	Univ. Wis.	900 00	1	1	23	21	44	
Tomah	E. H. Cassels	Univ. of Wis. Dip.							
Tomahawk	J. W. West	Oshkosh N. S. Dip.	1,000 00	1	2	28	34	62	
Two Rivers	Elmer E. Carr	Oshkosh N. S. Dip.	1,200 00	1	2	36	23	59	
Union Grove	W. W. Storms	Certif. of Approval.	630 00	1	1	20	23	43	
Viroqua	Taylor Frye	River Falls N. S. Dip.	1,100 00	1	4	48	78	126	5
Walworth	J. W. Blodgett	Beloit College.	720 00	1		22	15	37	
Washburn	H. W. Rood	Unlimited Certificate.	1,200 00	1	1	29	38	67	3
Watertown	C. F. Viebahn	Unlimited Certificate.	1,700 00	2	2	52	79	131	
Waukesha	H. L. Terry	Unlimited Certificate.	1,800 00	1	4	57	84	141	5
Waupaca	F. E. Doty	Univ. Wis.	1,200 00	1	3	67	52	119	5
Waupun	H. C. Curtis	Milwaukee N. S. Dip.	1,000 00	2		34	39	73	1
Waupun	F. C. Howard	Milwaukee N. S. Dip.	1,100 00	1	2	67	70	137	10
Wausau	Karl Mathie	Lawrence Univ.	1,650 00	2	4	74	93	167	1
Wauwatosa	W. H. Goodall	Univ. Wis.	1,400 00	2	2	38	44	82	
West Bend	L. E. Amidon	Unlimited Certificate.	1,300 00	2	1	56	49	105	
West De Pere	J. D. Conley	Oshkosh N. S. Dip.	900 00	1	1	23	33	56	
West Salem	C. E. Slothower	Platteville N. S. Dip.	800 00	1		22	37	59	
Weyauwega	F. W. Starr	Oshkosh N. S. Dip.	675 00	1	1	21	45	66	
Whitewater	H. A. Whipple	Unlimited Certificate.	1,400 00	1	5	71	83	154	2
Wonec	W. S. Freeman	River Falls N. S. Dip.	800 00	2		17	28	45	

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES, 1896-97.

LOCATION.	Average age at attendance.	No. of days taught.	Pupl's in English branches only.	Pupl's in German.	Pupl's in Latin or Greek.	Average age of entering high school.	GRADUATES THIS YEAR.		GRADUATES SINCE ORGANIZATION OF SCHOOLS.		No. of non-resident pupils during year.	Average yearly salary of assistants.	Amount of salaries of principals and assistants.	High school apportionment, November, 1896.
							Male.	Fem.	Male.	Fem.				
Totals and av's	78	187	6,916	3,095	3,058	14 3-5	607	920	5,038	2,194	2,177	\$510 00	\$329,902 06	\$34,363 51
Ahnapee.....	38	200	42	.....	.....	16	2	4	9	18	9	\$550 00	\$1,550 00	\$265 95
Antigo.....	82	180	51	21	33	15	8	6	23	44	13	486 00	2,172 00	265 95
Appleton.....	114	180	33	67	27	15	7	10	82	122	68	885 00	7,290 00	265 95
Appleton.....	38	180	18	4	20	14	4	2	11	10	.....	752 00	2,805 00	265 95
Arcadia.....	53	180	56	14	.....	16	7	1	47	45	25	495 00	1,440 00	265 95
Argyle.....	35	180	39	.....	.....	14	1	4	20	24	11	120 00	930 00	230 42
Ashland.....	90	190	35	24	71	15	.....	5	17	30	3	633 33	2,715 00	265 95
Augusta.....	48	179	59	20	.....	14	1	1	.....	.....	23	450 00	1,650 00	265 85
Baraboo.....	202	180	159	50	39	14	7	17	.....	.....	.....	680 00	4,800 00	265 95
Bayfield.....	30	190	9	22	19	14	.....	5	12	26	.....	575 00	2,298 50	265 95
Beaver Dam.....	89	200	44	40	28	14	.....	11	86	134	8	616 66	3,600 00	265 95
Beloit.....	186	187	13	94	97	14	2	21	99	322	22	580 00	5,542 50	265 95
Eerlin.....	97	190	60	26	40	14	9	8	165	192	25	506 66	2,920 00	265 95
Black Earth.....	24	180	29	.....	.....	16	.....	4	33	33	6	157 50	1,157 50	265 95
Blk. Riv. Falls	90	180	84	23	.....	14	2	11	54	117	17	530 00	3,140 00	265 95
Bloomington.....	47	180	36	19	.....	14	.....	8	23	53	18	450 00	1,350 00	265 95
Boscobel.....	78	188	47	18	26	16	5	8	46	64	9	511 87	2,152 56	265 95
Brodhead.....	75	180	.....	88	17	15	3	8	34	80	23	405 00	2,110 00	265 95
Burlington.....	60	190	56	11	12	14	6	4	42	120	32	522 50	2,245 00	265 95
Cassville.....	44	180	37	18	.....	14	1	8	14	32	9	405 00	1,205 00	265 95

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES, 1886-97 — Continued.

LOCATION.	Aver- age daily at- tend- ance.	No. of days taught	Pup's in En- glish bran- ches only.	Pup's in Ger- man.	Pup's in Latin or Gre'k.	Aver- age age of pu- pils enter- ing high scho'l.	GRADUATES THIS YEAR.		GRADUATES SINCE OR- GANIZATION OF SCHOOL.		No. of non- resi- dent pupils dur- ing the year.	Average yearly salary of assist- ants.	Amount of salaries of principals and assistants.	High school apportion- ment. No- vember, 1886.
							Male.	Fem.	Male.	Fem.				
Centralia	60	179	52	22	.....	14	4	4	15	10	6	\$360 00	\$1,680 00	\$265 95
Chilton	67	200	50	20	.....	16	8	7	49	45	20	600 00	1,550 00	265 95
Chip'wa Falls.	142	180	66	23	57	14	3	8	71	79	13	630 00	3,370 00	265 95
Clinton	34	180	19	9	11	14	.....	.....	6	19	34	450 00	1,450 00	262 95
Clintonville ..	51	180	44	16	.....	14	1	3	12	32	14	450 00	1,450 00	265 95
Columbus	79	190	25	21	35	15	2	11	.....	.....	34	522 50	2,445 00	265 95
Cumberland ..	45	180	55	6	.....	14	.....	.....	1	18	16	540 00	1,540 00	265 95
Darlington ..	94	190	71	26	15	14	10	14	65	128	18	517 50	2,245 00	265 95
Deerfield	31	180	12	5	.....	14	7	6	11	10	10	315 00	990 00	230 42
De Forest	46	180	42	16	6	16	.....	.....	4	1	5	360 00	1,170 00	405 00
Delavan	76	180	33	18	32	15	.....	.....	11	51	115	495 00	2,340 00	265 95
De Pere	66	180	43	18	10	14	3	4	32	50	3	495 00	1,840 00	265 95
Dodgeville	94	179	74	10	28	15	5	5	61	89	25	450 00	2,300 00	265 95
Durand	42	180	39	23	.....	14	1	1	24	25	11	495 00	1,395 00	265 95
East Troy	63	180	54	24	.....	13	6	6	38	42	23	405 00	1,305 00	265 95
Eau Claire	234	180	96	58	123	14	11	20	135	214	20	588 33	7,045 00	265 95
Edgerton	71	180	45	15	20	14	5	8	.....	.....	29	450 00	2,100 00	265 95
Elkhorn	87	179	52	23	28	15	7	5	60	118	54	540 00	2,380 00	265 95
Ellsworth	73	180	74	.....	16	14	2	3	7	17	23	450 00	1,350 00	267 29
Elroy	42	180	52	.....	.....	14	3	3	23	42	3	450 00	1,450 00	265 95
Evansville	76	180	28	36	35	14	5	6	50	113	5	585 00	2,370 00	265 95
Fennimore	51	180	64	.....	.....	14	3	7	25	44	18	400 00	1,030 00	265 95
Florence	34	190	24	5	7	14	3	2	20	17	3	712 50	1,812 50	265 95
Fond du Lac..	199	180	107	43	90	14	17	18	119	315	33	691 66	5,650 00	265 95

Statistical Tables.

Fort Atkinson	107	180	59	32	25	14	18	6	17	127	202	25	540 00	3, 220 00	265 95
Fox Lake....	46	190	46	6	.....	16	18	2	4	17	52	11	500 00	1, 500 00	265 95
Grand Rapids	67	180	35	31	.....	14	19	7	5	60	70	11	517 50	2, 035 00	265 95
Green Bay....	117	198	70	32	55	14	17	5	48	121	16	6	570 00	3, 680 00	265 95
Green Bay....	86	198	65	20	26	15	19	3	14	18	122	5	533 50	3, 477 00	265 95
Hartford....	59	180	67	.....	.....	14	17	4	9	18	18	26	540 00	1, 640 00	265 95
Hayward....	34	180	46	.....	.....	15	18	.....	.....	6	7	.....	600 00	1, 950 00	265 95
Highland....	18	179	25	.....	.....	14	18	2	1	23	37	4	315 00	1, 980 00	185 52
Horicon....	63	200	63	28	.....	15	18	5	8	40	72	.....	550 00	1, 650 00	265 95
Hudson....	109	180	14	62	57	14	18	2	2	44	85	22	470 00	2, 760 00	265 95
Hurley....	34	200	43	.....	.....	13	18	1	3	4	11	.....	600 00	1, 800 00	265 95
Janesville....	321	180	80	105	132	15	19	11	23	108	209	80	586 00	7, 660 00	265 95
Jefferson....	49	180	23	20	17	15	17	2	5	.....	.....	4	500 00	2, 015 00	265 95
Juneau....	30	200	21	22	4	14	18	.....	.....	18	22	4	400 00	1, 300 00	265 95
Kaukauna....	70	180	49	36	30	14	18	5	2	18	21	2	585 00	2, 270 00	265 95
Kenosha....	140	188	73	30	72	15	17	6	11	.....	.....	35	787 50	4, 650 00	265 95
Kewaunee....	52	200	64	.....	.....	15	18	3	5	40	58	7	585 00	2, 770 00	265 95
Lake Geneva..	56	178	1	13	39	11	18	3	10	.....	.....	26	826 25	1, 852 50	265 95
Lake Mills....	61	180	40	17	18	14	18	16	8	71	102	27	507 50	2, 315 00	265 95
Lancaster....	112	178	75	29	31	15	19	9	6	83	112	20	450 00	1, 550 00	265 95
Lodi....	67	.....	56	22	.....	16	19	7	8	30	71	.....	650 00	3, 155 00	265 95
Marinette....	136	180	89	18	47	15	17	32	26	214	350	24	555 66	10, 135 00	265 95
Madison....	399	185	284	136	234	15	19	1	8	20	32	11	150 00	1, 200 00	500 00
Marshall....	38	180	52	.....	.....	14	18	1	2	11	25	1	570 00	2, 640 00	265 95
Marshfield....	59	190	59	16	4	13	18	1	2	11	25	1	405 00	2, 010 00	265 95
Mauston....	60	180	49	.....	28	16	18	2	3	42	53	24	800 00	1, 925 00	265 95
Mayville....	326	200	23	42	.....	14	18	6	4	39	34	19	472 50	2, 045 00	265 95
Mazomanie....	44	180	29	16	14	15	19	1	7	39	78	11	500 00	1, 600 00	265 95
Medford....	55	180	71	14	.....	14	17	3	4	20	25	6	550 00	2, 300 00	265 95
Menasha....	76	180	69	9	8	14	17	7	16	26	89	.....	570 00	2, 240 00	265 95
Merrill....	90	180	64	28	17	15	17	8	9	37	68	2	450 00	1, 350 00	265 95
Milton Junc..	42	180	29	15	.....	15	18	1	3	11	17	.....	562 50	2, 425 00	265 95
Mineral Point.	88	180	25	25	33	14	18	3	7	.....	.....	15	540 00	1, 740 00	265 95
Mondovi....	34	180	44	16	.....	15	17	1	1	.....	.....	18	633 33	3, 650 00	265 95
Monroe....	118	180	29	66	47	15	18	7	12	198	203	26	291 25	966 25	238 35
Montfort....	42	180	31	.....	19	14	17	1	9	.....	.....	2	.....	.....	.....

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES, 1893-97.—Continued.

LOCATION.	Aver- age daily at- tend- ance.	No. of days taught	Pup's in En- glish bran- ches only.	Pup's in Ger- man.	Pup's in Latin or Greek.	Aver- age age of pu- pils enter- ing high school.	Aver- age age of pu- pils leav- ing high school.		GRADUATES THIS YEAR.		GRADUATES SINCE OR- GANIZATION OF SCHOOL.		No. of non- res- ident pupils dur- ing the year.	Average yearly salary of assist- ants.	Amount of salaries of principals and assistants.	High school apportion- ment, No- vember, 1896.
							Male.	Fem.	Male.	Fem.	Male.	Fem.				
Neenah.....	93	185	34	26	38	15	4	8	4	6	.....	.....	2	\$600 00	\$3,400 00	\$265 95
Necedah.....	58	180	62	6	.....	15	5	6	5	5	.....	.....	5	495 00	1,595 00	265 95
Neillsville.....	80	180	86	7	1	16	3	3	3	3	33	57	26	495 00	2,490 00	265 95
New Lisbon.....	43	180	31	14	.....	14	4	3	4	3	33	57	15	585 00	1,735 00	265 95
New London.....	79	180	69	17	.....	15	4	9	4	9	18	29	20	450 00	1,900 00	265 95
New Richm'd.....	88	180	55	10	35	16	2	9	2	9	23	68	16	472 00	1,945 00	265 95
Oconomowoc.....	77	180	74	20	14	15	6	6	6	6	20	30	32	495 00	2,080 00	265 95
Oconto.....	75	200	30	30	50	14	7	7	7	7	.....	.....	.....	666 66	3,200 00	265 95
Omro.....	68	180	87	.....	.....	16	3	6	3	6	40	86	26	360 00	1,170 00	265 95
Onalaska.....	49	180	36	22	.....	15	5	4	5	4	15	28	8	405 00	1,405 00	265 95
Oregon.....	66	180	85	.....	.....	18	5	10	5	10	38	49	45	360 00	1,160 00	265 95
Palmyra.....	54	180	.....	.....	.....	15	2	5	2	5	2	5	31	316 25	1,091 25	265 95
Pewaukee.....	44	180	2	18	29	15	1	1	1	1	20	28	7	450 00	1,350 00	265 95
Phillips.....	29	180	28	.....	7	14	1	6	1	6	2	7	6	450 00	1,450 00	265 95
Plainfield.....	34	180	43	.....	.....	14	1	4	1	4	7	16	8	360 00	1,125 00	265 95
Plymouth.....	94	180	110	.....	.....	14	8	10	8	10	73	65	32	450 00	1,900 00	265 95
Portage.....	96	190	47	34	36	15	4	6	4	6	92	163	15	566 66	3,300 00	265 95
Poynette.....	41	180	37	13	.....	13	6	4	6	4	28	47	30	405 00	1,205 00	265 95
Pra. du Chien.....	64	180	61	14	13	15	5	6	5	6	29	60	10	427 50	1,855 00	265 95
Prarie du Sac.....	50	180	38	25	.....	14	3	2	3	2	6	14	16	450 00	1,450 00	265 95
Prescott.....	47	180	36	16	14	14	3	1	3	1	29	30	12	450 00	1,450 00	265 95
Racine.....	255	200	66	136	165	16	14	19	14	19	152	351	15	610 00	5,875 00	265 95
Reedsburg.....	60	180	47	19	.....	13	4	7	4	7	46	56	14	495 00	2,240 00	265 95
Rhinelander.....	63	180	50	26	.....	14	.....	.....	.....	.....	12	23	3	517 50	2,435 00	265 95

Statistical Tables.

Rice Lake....	51	180	55	13	.....	20	13	18	5	3	17	15	6	450 00	1,450 00	265 95
Rich'd Cent'r	112	180	104	14	.....	37	14	18	4	7	71	111	21	495 00	2,785 00	265 95
Ripon.....	93	190	47	21	.....	19	16	18	4	9	50	88	12	562 50	2,437 00	265 95
River Falls..	46	180	21	19	.....	19	16	18	6	3	.....	.....	8	517 50	2,235 00	265 95
Sauk City....	33	180	12	26	.....	.....	14	18	5	.....	26	26	11	495 00	1,395 00	265 95
Seymour.....	58	180	29	60	.....	.....	14	18	2	.....	15	12	25	450 00	1,200 00	265 95
Sharon.....	34	176	29	6	.....	4	14	18	2	3	18	39	14	450 00	1,800 00	265 95
Shawano.....	58	180	35	16	.....	14	15	19	3	2	11	19	9	427 50	1,755 00	265 95
Sheboygan....	160	200	84	25	75	15	15	18	11	13	43	124	15	750 00	6,182 50	265 95
Sheboygan F.	34	200	16	27	3	.....	14	18	3	.....	57	70	22	500 00	1,500 00	265 95
Shullsburg....	40	180	36	11	10	.....	14	18	2	10	30	77	9	498 75	1,997 50	265 95
Sparta.....	160	178	80	56	70	.....	15	19	7	11	96	139	58	627 50	3,835 00	265 95
Spring Green.	56	180	46	22	.....	72	15	19	6	5	.....	.....	18	540 00	1,540 00	265 95
Stevens Point.	104	189	25	28	.....	15	15	19	2	14	71	162	4	710 00	4,640 00	265 95
Stoughton...	74	180	41	18	15	.....	13	17	6	9	34	69	.....	495 00	2,190 00	265 95
Sturgeon Bay.	50	194	56	8	.....	.....	3	17	4	5	30	53	2	525 00	2,150 00	265 95
Sun Prairie....	40	180	44	.....	.....	.....	15	18	2	3	22	36	17	405 00	1,305 00	265 95
Tomah.....	51	180	28	13	21	.....	15	18	2	5	.....	.....	5	427 50	1,855 00	265 95
Two Rivers....	47	200	40	18	.....	.....	14	18	5	2	47	37	5	600 00	2,400 00	265 95
Union Grove..	38	180	.....	10	43	.....	15	18	.....	.....	.....	.....	13	315 00	945 00	.....
Viroqua.....	127	180	70	31	25	.....	17	19	3	10	51	93	42	450 00	2,450 00	265 95
Washburn....	56	180	70	.....	.....	.....	14	19	1	1	5	24	1	540 00	1,740 00	265 95
Waterloo.....	.....	.....	9	101	63	.....	14	17	4	10	75	158	11	803 00	4,110 00	265 95
Watertown....	113	193	.....	15	36	.....	15	19	1	10	14	54	6	611 25	4,245 00	265 95
Waukesha....	119	185	112	15	47	.....	14	19	10	5	70	94	25	503 67	2,720 00	265 95
Waupaca.....	109	190	58	23	.....	.....	14	17	5	2	35	53	11	380 00	1,380 00	265 95
Waupun.....	42	190	64	10	.....	.....	14	18	5	10	63	77	38	460 00	2,010 00	265 95
Waupun.....	122	190	100	.....	.....	47	14	18	5	10	33	86	11	700 00	4,150 00	265 95
Wausau.....	122	180	52	94	25	.....	14	18	8	11	33	86	11	700 00	4,150 00	265 95
Wauwatosa....	67	190	20	14	48	.....	15	19	7	9	42	97	24	617 50	3,252 50	265 95
West Bend....	94	190	90	15	2	.....	14	18	5	9	52	47	50	560 00	2,450 00	265 95
West DePere..	48	180	40	9	7	.....	14	18	4	4	27	70	17	540 00	1,940 00	265 95
Weyauwega....	51	178	66	.....	.....	.....	15	18	2	1	.....	.....	15	270 00	945 00	265 95
Whitewater...	140	190	78	43	35	.....	15	18	13	10	53	53	37	590 00	4,350 00	265 95
Wonegoc	36	180	43	2	.....	.....	14	18	3	.....	16	3	7	450 00	1,250 00	265 95

Statistical Tables.

FREE HIGH SCHOOLS HAVING THREE YEAR COURSES, 1896-97.

Location.	Principal.	Legal qualifications of principal.	Salary of principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			
						Pupils under 20 years of age.		Pupils over 20.	
				Male.	Fem.	Male.	Fem.	Total.	
Totals.			\$41,983 75	59	13	958	1,215	2,173	50
Albany.	C. G. Babcock	Special License.	\$700 00	1	1	11	22	33	1
Alma.	John H. Bille.	River Falls N. S. Dip.	900 00	1	1	27	28	55	1
Almond.	Peter Peterson	Milwaukee N. S. Dip.	257 25	1	1	23	12	35	1
Amherst	H. S. Perry	Stevens Point N. S. Dip.	585 00	1	1	14	14	28	2
Avoca	James Foy	Platteville N. S. Dip.	450 00	1	1	14	16	30	2
Bangor.	F. A. Harrison	Whitewater N. S. Dip.	950 00	1	1	10	20	30	1
Barren	T. H. Lage	Milwaukee N. S. Dip.	1,000 00	1	1	23	27	50	1
Belleville	Will J. Hocking	Univ. Wis.	700 00	1	1	18	21	39	1
Bloomer.	Elmer C. Roberts	Platteville N. S. Dip.	750 00	1	1	13	35	48	1
Brillion	Wm. H. Luehr	Univ. Wis.	765 00	1	1	22	17	39	1
Cadott.	Elsie O. Ewing	Platteville N. S. Dip.	630 00	1	1	7	14	21	1
Cambridge	John L. Hooper	Milwaukee N. S. Dip.	650 00	1	1	15	15	30	1
Cedarburg	Charles Lau	Unlimited Certificate.	1,000 00	2	1	22	11	33	1
Chetek.	B. F. Budworth	Platteville N. S. Dip.	630 00	1	1	18	35	53	1
Cobb	Lewis A. Jones	Platteville N. S. Dip.	585 00	1	1	15	19	34	1
Colby	F. M. Jackson	Univ. Wis.	800 00	1	1	24	29	53	2
Cuba City	Milton Orchard	Platteville N. S. Dip.	540 00	1	1	7	11	18	2
Fairchild	E. M. Beeman	Univ. Wis.	900 00	1	1	19	15	34	2
Friendship	O. H. Day	Whitewater N. S. Dip.	540 00	1	1	14	15	29	1
Glenbeulah.	W. L. Greese	Oshkosh N. S. Dip.	600 00	1	1	19	18	37	1
Glenwood	John Callahan	Unlimited Certificate.	1,050 00	2	1	23	35	58	2
Hazel Green.	R. E. Smith	Univ. Wis.	720 00	1	1	19	18	37	1

Statistical Tables.

Hillsborough	A. F. Elmgreen	Limited Certificate	750 00	1	16	19	35
Humbird	Thos. J. Metcalf	Platteville N. S. Dip	650 00	1	13	14	27
Kiel	G. M. Morrissey	Unlimited Certificate	800 00	1	15	22	37
Linden	Paul VanderBike	Limited Certificate	675 00	1	10	14	24
Lone Rock	Edgar Ewers	Limited Certificate	552 50	1	11	18	29
Loyal	Albert C. Finn	Univ. Wis.	540 00	1	9	14	23
Manawa	C. B. Stanley	Unlimited Certificate	585 00	1	18	13	31
Merrillan	W. P. Roseman	Platteville N. S. Dip	1,100 00	1	12	29	41
Middleton	T. T. Blakeley	Univ. Wis.	700 00	1	20	12	32
Montello	A. G. Hough	Univ. Wis.	560 00	1	14	22	36
Mount Hope	C. E. Shearer	Special License	630 00	1	8	15	23
Muscoda	A. W. Kopp	Platteville N. S. Dip	700 00	2	13	21	34
Oakfield	Anon M. Olson	Oshkosh N. S. Dip	800 00	1	25	33	58
Oakwood	A. H. Cole	Oshkosh N. S. Certif	585 00	1	14	9	23
Pepin	G. E. Pratt	Whitewater N. S. Dip	720 00	1	12	17	29
Peshigo	J. M. Bold	Univ. Wis.	900 00	2	19	28	47
Platteville	Chas. M. Fox	Platteville N. S. Dip	1,000 00	1	6	21	27
Pt. Washington	T. J. Jones	Platteville N. S. Dip	800 00	1	31	27	58
Potosi	P. A. Kolb	Platteville N. S. Dip	630 00	1	26	31	57
Reeseville	M. E. Terry	Unlimited Certificate	450 00	1	28	18	46
Rice Lake	E. C. McClelland	Cornell Univ.	1,000 00	1	32	36	68
Rosendale	Alice M. Tetherly	Mass. State Certificate	630 00	1	18	21	39
St. Croix Falls	J. G. Burridge	Special License	675 00	1	7	24	31
Sextonville	Kirk L. Hatch	Platteville N. S. Dip	420 00	1	27	18	45
Shell Lake	John N. Foster	Limited Certificate	1,334 00	1	11	32	43
South Milwaukee	John E. Roets	Whitewater Certificate	1,100 00	1	24	30	54
Stanley	T. W. Davies	Special License	750 00	1	18	23	41
Stockbridge	L. E. Gotham	Oshkosh N. S. Dip	1,525 00	1	19	20	39
Trempealeau	O. M. Jones	Platteville N. S. Dip	720 00	1	25	27	52
Unity	J. M. Powers	Platteville N. S. Dip	552 50	1	9	13	22
Viola	R. H. Burns	Platteville N. S. Dip	730 00	1	15	25	40
Waldo	John W. Steenis	Limited Certificate	607 50	1	20	23	43
Westfield	Edward A. Ketcham	Unlimited Certificate	720 00	1	10	31	41
Wilton	C. R. Thomson	Milwaukee N. S. Dip	725 00	1	13	28	41
Winneconne	G. R. Frye	River Falls N. S. Dip	675 00	1	13	20	33

Statistical Tables.

FREE HIGH SCHOOLS HAVING THREE YEAR COURSES, 1896-97.

LOCATION.	Average daily attendance.	No. of days taught.	Pupils in Eng. branches only.	Pupils in German man.	Pupils in Lat. or Greek.	Average age on entering high school.	Average age of pupils leaving high school.	GRADUATES THIS YEAR.		GRADUATES SINCE ORGANIZATION OF SCHOOL.		No of non-resident pupils during the yr.	Average yearly salary of assistants.	Amount of salaries of principals and assistants.	High school apportionment, November, 1896.
								Male.	Fem.	Male.	Fem.				
Totals & Ave's.	30	173 2343	43	8	14½	17½	134	210	697	1,027	583	\$382 94	\$47,818 50	\$13,568 13	
Albany	31	180 33	...	...	13	17	1	8	1	9	19	\$405 00	\$1,105 00	...	...
Alma	46	180 55	...	...	15	17	3	9	21	35	8	...	900 00	\$216 76	...
Almond	23	100 35	...	...	14	18	...	...	...	...	10	...	251 25	77 14	...
Amherst	21	180 28	...	...	15	18	...	...	...	...	3	...	585 00	171 55	...
Avoca	23	177 32	...	...	14	17	...	...	...	...	5	...	450 00	265 95	...
Bangor	25	180 30	...	...	15	17	2	3	...	...	6	...	950 00	265 95	...
Barron	36	180 48	3	...	15	18	5	2	15	15	8	450 00	1,450 00	265 95	...
Belleville	35	179 40	...	...	16	17	2	5	14	22	19	...	700 00	203 46	...
Biramwood	33	180 38	...	...	15	17	5	4	5	4	12	...	675 00	183 52	...
Bloomer	38	180 49	...	...	14	17	2	3	6	16	9	...	750 00	183 52	...
Brandon	29	190 36	...	...	15	18	8	4	42	64	15	...	800 00	216 76	...
Brillion	31	180 39	...	...	14	17	4	6	14	13	9	...	765 00	207 45	...
Cadott	19	180 21	...	...	15	17	1	3	...	...	1	...	630 00	171 55	...
Cambridge	27	180 30	...	...	14	17	1	...	...	...	6	102 00	752 00	190 46	...
Cedarburg	30	42 7	26	...	14	...	...	...	...	...	1	81 25	920 00	...	...
Chetek	40	180 53	...	...	14	...	3	8	20	25	23	...	630 00	171 55	...
Cobb	28	180 35	...	...	15	17	2	6	3	12	16	...	585 00	147 69	...
Colby	46	180 55	...	...	15	18	2	3	16	25	8	...	800 00	203 46	...
Cuba City	19	180 18	...	...	13	16	2	1	8	4	2	...	540 00	171 55	...
Fairchild	32	180 34	...	...	15	18	2	1	10	14	13	...	900 00	243 35	...
Friendship	21	180 29	...	...	14	17	2	5	3	16	5	...	540 00	147 69	...
Glenbulah	30	180 38	...	...	15	18	3	1	15	33	15	...	600 00	195 48	...
Glenwood	35	180 60	...	...	14	18	1	6	8	15	10	540 00	1,590 00	265 95	...
Hazel Green	30	180 37	...	...	14	17	3	4	34	53	10	...	1,720 00	190 46	...

Statistical Tables.

Hillsborough ..	25	180	35	15	18	3	17	29	4	750 00	201 46
Humbird	20	180	80	14	17	4	11	14	7	630 00	185 48
Kiel	32	200	27	15	18	3	23	15	10	1,200 00	265 95
Linden	18	180	24	15	18	3	15	31	3	675 00	170 22
Lone Rock	15	170	31	14	19	1	7	5	6	568 75	159 58
Loyal	22	180	27	16	19	4	1	4	7	540 00	337 50
Manawa	25	180	31	15	18	5	21	16	4	585 00	265 95
Merrillan	37	180	47	14	18	9	15	38	10	1,100 00	190 46
Middleton	23	180	32	14	17	1	36	26	7	700 00	179 74
Montello	31	140	37	15	17	3	34	72	13	560 00	171 55
Mount Hope	16	180	24	14	17	2	22	27	4	630 00	255 32
Muscoda	34	180	37	14	18	3	16	30	23	1,060 00	190 36
Oakfield	49	180	54	6	18	11	21	11	8	800 00	159 58
Oakwood	19	180	23	15	18	6	17	31	7	585 00	195 48
Pepin	25	180	30	13	17	8	12	32	3	720 00	265 95
Peshigo	38	200	47	15	18	7	12	32	6	1,500 00	265 95
Platteville	25	180	27	13	16	4	11	13	13	1,360 00	243 35
Pt. Washington	54	200	58	15	17	2	4	11	6	800 00	243 35
Potosi	52	180	57	14	16	2	2	2	13	900 00	159 58
Reeseville	32	120	46	14	16	2	4	8	12	450 00	183 52
Rosendale	19	180	31	16	18	5	3	9	17	675 00	184 58
St. Croix Falls	33	140	45	15	18	2	30	19	28	630 00	265 95
Sextonville	35	200	43	2	18	3	16	17	2	1,994 00	265 95
Shell Lake	49	180	54	14	18	4	15	13	9	1,640 00	204 46
So. Milwaukee	26	180	41	14	18	2	2	2	5	750 00	143 62
Stanley	29	140	41	15	17	2	11	10	9	525 00	195 48
Stockbridge	41	180	52	14	17	6	15	14	10	720 00	159 58
Trempealeau	18	170	92	15	17	1	2	5	4	585 00	185 48
Unity	33	65	41	14	18	5	2	5	6	720 00	171 55
Viola	32	180	43	13	17	3	17	24	20	720 00	231 39
Waldo	28	180	37	14	17	4	25	50	11	720 00	207 45
Walworth	33	180	41	15	18	4	7	27	35	800 00	176 87
Westfield	50	180	59	15	17	4	4	27	16	725 00	240 25
West Salem	30	180	41	15	18	4	3	2	7	675 00	
Wilton	30	180	41	17	19	2	3	2	7		
Winneconne	30	180	38	17	19	1	3	2	7		

Statistical Tables.

TEACHERS' INSTITUTES, 1886-97.

COUNTIES.	NUMBER ATTENDING INSTITUTES.		Days of institute.	Average number daily attendance.	Average number of months taught.	NUMBER HAVING ATTENDED			
	Male.	Female. Total.				College.	Normal school.	High school.	Common school only.
Totals	1,492	5,756 7,138	356	.....	.....	384	1,241	3,861	1,424
Adams	6	48 54	5	50	22	.....	3	20	31
Ashland	6	53 59	3	51	26	.....	3	13	5
Barron	18	76 94	5	84	13	.....	4	12	11
Bayfield	5	41 46	5	39	35	.....	9	10	1
Brown	18	60 78	5	.....	.....	.....	.....	.....	.....
Buffalo	31	45 76	5	58	18	.....	17	45	11
Burnett	6	36 42	10	35	20	.....	2	3	26
Calumet	24	83 107	10	96	31	.....	1	54	5
Chippewa	25	163 188	5	180	30	.....	3	8	28
Clark	15	40 55	5	50	25	.....	5	6	23
Columbia	26	113 139	5	127	27	.....	3	30	34
Crawford	25	102 127	5	105	20	.....	7	5	81
Prairie du Chien	20	61 81	2	77	20	.....	10	12	.....
Dane, 1st district	20	125 145	6	116	72	.....	18	22	8
Dane, 2nd district	67	256 323	12	257	132	.....	28	32	13
Dodge	64	122 186	4	93	39	.....	25	21	16
Door	28	65 93	5	83	31	.....	1	9	55
Douglas	7	41 48	5	42	25	.....	1	7	9
Dunn	19	129 148	5	135	23	.....	6	16	76
Eau Claire	13	105 118	5	104	27	.....	1	9	10
Grant	14	129 143	5	104	17	.....	4	36	5
Green	13	65 78	5	58	25	.....	2	7	21

Statistical Tables.

	21	69	80	5	78	30	6	9	19	46
Green Lake.....	21	69	80	5	78	30	6	9	19	46
Iowa.....	5	123	128	5	93	33	5	9	113	6
Iron.....	12	90	102	3	100	45	25	25	35	28
Jackson.....	20	106	126	5	114	23	4	8	90	24
Jefferson.....	28	118	146	5	104	26	4	37	90	15
Kenosha.....	19	59	78	5	65	20	3	23	25	27
Kewaunee.....	28	26	54	5	50	21	1	12	24	56
La Crosse.....	17	79	96	2	76	21	4	18	63	9
Lafayette.....	30	150	180	5	137	28	15	40	104	31
Langlade.....	11	57	68	5	137	28	15	40	104	31
Lincoln.....	6	55	61	5	58	33	4	4	44	13
Manitowoc.....	50	78	128	10	106	29	29	29	59	40
Marathon.....	17	62	79	5	71	24	13	13	39	27
Marquette.....	20	172	192	2	179	42	23	92	74	3
Milwaukee.....	12	62	74	5	66	20	3	4	56	9
Monroe.....	35	68	103	4	100	22	10	28	32	1
Monroe.....	11	31	42	5	36	18	1	8	28	10
Oconto.....	10	51	61	5	41	28	2	6	26	25
Oneida.....	1	31	32	4½	28	40	2	6	24	12
Outagamie.....	17	96	113	5	92	30	6	21	74	19
Ozaukee.....	58	34	92	5	74	38	9	43	21	18
Pepin.....	6	49	55	4½	50	20	8	5	32	2
Pierce.....	32	86	118	5	90	20	8	32	48	26
Polk.....	9	42	51	10	31	21	2	10	13	15
Portage.....	18	59	77	5	44	25	4	15	40	17
Price.....	5	34	39	5	29	21	2	5	15	32
Racine.....	23	77	100	5	90	20	3	14	50	57
Richland.....	36	127	163	5	139	14	1	10	95	8
Rock, 1st district.....	10	62	72	5	50	34	7	12	45	43
Rock, 2nd district.....	13	91	104	2	83	44	22	15	55	1
St. Croix.....	43	159	202	10	159	20	2	73	84	29
Sauk.....	17	55	72	5	65	30	3	9	59	3
Sawyer.....	4	20	24	2	20	30	2	3	18	8
Shawano.....	18	91	109	10	50	21	2	13	62	29
Sheboygan.....	19	100	119	2	111	46	11	44	53	3
Plymouth.....	26	94	120	5	95	33	4	15	92	8

Statistical Tables.

TEACHERS' INSTITUTES, 1896-97.—Continued.

COUNTIES.	NUMBER ATTENDING INSTITUTES.		Days of institute.	Average daily attendance.	Average number of months taught.	NUMBER HAVING ATTENDED.				
	Male.	Female.				Total.	College.	Normal school.	High school.	Common school only.
Taylor.....	9	42	51	5	44	33	2	5	32	12
Trempealeau.....	13	45	58	5	43	23	1	6	9	42
Vernon.....	58	153	211	5	173	27	6	5	135	67
Vilas.....	8	26	34	3	34	40	3	3	24	4
Walworth.....	13	109	122	5	92	36	5	26	79	11
Washburn.....	8	33	41	5	34	34	.....	6	28	6
Washington.....	41	39	80	2	75	22	1	18	46	15
Waukesha.....	67	198	265	4	123	44	19	53	93	48
Waupaca.....	46	170	216	5	200	25	8	21	150	37
Waushara.....	21	67	88	5	85	28	3	10	23	52
Winnebago.....	17	92	109	4	100	17	7	43	46	8
Wood.....	14	61	75	5	59	24	2	5	65	3.

Statistical Tables.

TEACHERS' INSTITUTES HELD UNDER THE PROVISIONS OF CHAPTER 331, LAWS OF 1895, AND LAWS AMENDATORY THERETO, 1896-97.

County.	No. of such institutes held.	Names of conductors.	Total No. of days institute.	Total attendance.	Average daily attendance.	No. of evening lectures.	Names of lecturers.
Totals	133		357	7,425	72	68	
Barron	5	E. W. Walker	2	31	31		
Bayfield	1	W. C. Hewitt, W. H. Hickok, Ida Montgomery	14	107	97		
Calumet	3	W. C. Hewitt, Mrs. Bradford, Prof. Walker, G. L. Bowman, T. B. Pray	7	355	50	7	W. C. Hewitt, Mrs. Bradford, Prof. Walker, G. L. Bowman, T. B. Pray.
Chippewa	7	W. J. Pollock, J. E. Riordan, W. L. Morrison, Ida Elliott	7	125	61	2	
Clark	2	T. B. Pray, C. W. Smith, D. McGregor, Geo. Beck, M. H. Jackson	9	235	85	1	
Columbia	3	S. Y. Gillan, D. McGregor	5	400	100	5	S. Y. Gillan, D. McGregor.
Crawford	4	A. A. Upham, W. H. Cheever, A. J. Hutton, H. L. Terry	13	317	45		
Dane	7	W. H. Cheever, A. H. Sage, W. C. Hewitt	10	360	68	5	W. C. Hewitt, W. H. Cheever, A. H. Sage, Prof. Stearns.
Dodge	5	W. H. Cheever, W. L. Damkoehler, C. O. Merica, E. E. Beckwith	4	129	58	1	C. O. Merica.
Door	2	G. L. Bowman, E. W. Walker	5	47			
Douglas	1	W. C. Hewitt, Miss Alice Shultes	2	79	65	1	W. H. White.
Dunn	1	Elizabeth Allen, Mae Schreiber	10	179	161		
Eau Claire	1	E. W. Walker	5	53	42		L. D. Harvey.
Forest	1	Geo. Beck, S. E. Pearson	5				Jas. Chalmers.
Grant	1	D. McGregor, A. S. Kingsford, A. J. Hutton, G. C. Shutt	9	124			Jas. Chalmers.
Green	2	W. H. Cheever, E. C. Perisho, S. Y. Gillan, D. McGregor	6	210	35	3	S. Y. Gillan, E. C. Perisho, W. H. Cheever.
Iowa	3	A. J. Hutton, Rose C. Swart, H. R. Pattengill	3			2	J. Q. Emery, H. R. Pattengill.
Iron	1	Martina C. Erickson	10	113	85	1	J. W. Stearns.
Jackson	1	A. B. West, W. J. Galbraith	24	121	98		C. O. Merica.
Jefferson	1	W. J. Brier, J. F. Sims	3	170	168		
Juneau	2	C. O. Merica, E. E. Beckwith	2				
Kewaunee	1	D. McGregor, A. J. Hutton, W. H. Cheever, E. C. Perisho	4	158	128	2	D. J. Churchill, E. C. Perisho.
Lafayette	2	W. C. Hewitt	2	102	100	1	
Langlade	1						

Statistical Tables.

TEACHERS' INSTITUTES, ETC.—Continued.

County.	No. of such institutes held.	Names of conductors.	Total No. of days institute.	Total attendance.	Average daily attendance.	No. of evening lectures.	Names of lecturers.
Lincoln...	1	C. H. Sylvester, Mrs. Bradford.	2	54	49	.....
Manitowish...	1	W. C. Hewitt, C. E. Patzer.	10	118	111	.....
Manitowish...	2	W. C. Hewitt, W. H. Cheever.	3	123	110	2	W. C. Hewitt, W. H. Cheever.
Manitowish...	1	W. H. Cheever, H. C. Hall, J. W. Livingston.	7	155	45	1	L. D. Harvey.
Manitowish...	3	J. H. Sims, H. C. Hall, J. W. Livingston.	2	70	85	2	Dr. Swift.
Manitowish...	1	E. H. Sage, W. C. Hewitt.	2	34	.....	.....
Manitowish...	1	E. W. Walker, C. H. Gleason.	5	.....	.....	.....
Manitowish...	4	C. O. Merica, J. E. Riordan, S. Y. Gillan.	4	.....	.....	.....
Manitowish...	1	W. J. Brier, E. D. Rounds.	2	36	34	1	W. J. Brier.
Manitowish...	1	L. D. Harvey, D. McGregor.	2	61	45	1	L. D. Harvey.
Manitowish...	3	J. E. Hale, W. W. Jones, J. F. Sims.	14	165	42	2	H. P. Burdick, W. J. Stewart, J. G. Burridge.
Manitowish...	1	E. W. Walker, Mrs. Ida Elliott.	2	46	.....	.....
Manitowish...	2	W. C. Hewitt, A. A. Upham.	4	209	90	1	A. Salisbury.
Manitowish...	13	A. E. Brainerd, Elizabeth King, A. S. Kingsford.	16	770	48	.....
Manitowish...	2	A. J. Hutton, F. M. Jack, Geo. Shutis.	7	48	44	2	Albert Salisbury, L. D. Harvey.
Manitowish...	1	A. W. J. Galbraith, H. C. Buell.	7	.....	.....	.....
Manitowish...	3	F. W. Bixby, W. J. Brier, Carrie J. Smith, J. W. T. Ames, Jno. Callahan.	10	150	108	1	Edwin L. Barker.
Manitowish...	3	W. H. Schulz, F. S. Wood, A. J. Hutton.	15	276	78	7	
Manitowish...	1	E. W. Walker.	24	24	20	1	G. L. Bowman.
Manitowish...	2	W. C. Hewitt, E. W. Walker.	10	114	63	2	W. C. Hewitt, Chas. O. Merica.
Manitowish...	2	W. C. Hewitt, W. H. Cheever, W. J. Brier.	4	112	54	2	W. H. Cheever, W. C. Hewitt.
Manitowish...	1	A. H. Sanford, Mrs. Bradford.	1	50	.....	.....
Manitowish...	1	W. J. Brier, J. F. Sims.	4	85	40	2	W. J. Brier.
Manitowish...	3	A. J. Hutton, W. H. Cheever, D. McGregor, C. P. Sinnott.	12	301	90	2	A. J. Hutton, T. B. Pray.
Manitowish...	4	A. J. Hutton, W. J. Galbraith, Rose C. Swait.	7	166	57	1	S. Y. Gillan.
Manitowish...	2	D. McGregor, John N. Foster.	15	50	39	.....
Manitowish...	2	L. D. Harvey, C. P. Cary.	2	72	72	.....
Manitowish...	4	A. J. Hutton, H. L. Terry, W. H. Cheever.	4	145	38	3	L. D. Harvey, A. J. Hutton.
Manitowish...	4	W. C. Hewitt, W. H. Hickok, F. E. Doty.	18	304	180	4	
Manitowish...	2	A. M. Olson, F. W. Meisnest.	6	219	75	.....
Manitowish...	4	W. C. Hewitt, A. H. Sage.	4	.....	25	.....

Statistical Tables.

PRIVATE SCHOOLS—CITIES—1896-97.

Cities under city superintendents.	No. of schools.	TEACHERS.		Pupils 7 to 13, 12 weeks or more.
		Men.	Women.	
Totals.....	126	63	279	13,932
Antigo.....	2	1	4	140
Appleton.....	6	5	24	89
Ashland.....	4	2	13	412
Beaver Dam.....	3	1	5	275
Beloit.....	1		1	18
Berlin.....	3	2	6	270
Chippewa Falls.....	3		17	745
Columbus.....	1	1		
De Pere.....	2		7	199
Fond du Lac.....	3	3	8	395
Grand Rapids.....	2	1	8	160
Green Bay.....	4	1	14	538
Kaukauna.....	3	2	13	564
Kenosha.....	5			711
La Crosse.....	9			968
Marinette.....	4	1	13	402
Menasha.....	4	1	13	461
Menomonie.....	3	2	4	366
Merrill.....	3	3	1	311
Neenah.....	1	1		70
New London.....	2	1	4	177
Oconto.....	3	1	11	470
Oshkosh.....	8	11	21	1,225
Portage.....	3	2	6	329
Prairie du Chien.....	2		7	360
Racine.....	10	6	30	863
Reedsburg.....	2	2		
Rice Lake.....	1			77
Ripon.....	1	1		70
Sheboygan.....	7			1,210
Stevens Point.....	5	1	16	448
Sturgeon Bay.....	1		2	109
Superior.....	2		9	285
Watertown.....	6	7	11	640
Wausau.....	4	3	6	435
Whitewater.....	3	1	5	90

Statistical Tables.

PRIVATE SCHOOLS—1896-97.

COUNTIES—Exclu- sive of Cities.	No. of Schools.	TEACHERS.		PUPILS 7 TO 13.	
		Men.	Women.	Not at- tended public school.	Have at- tended 12 weeks or more.
Totals	404	252	320	13,761	12,949
Bayfield.....	2		7	234	
Brown.....	4	1	5	328	244
Buffalo.....	3	1	3	49	68
Calumet.....	14	3	19	646	602
Chippewa.....	3		5	127	128
Clark.....	7	4			68
Columbia.....	5	4	5	71	70
Crawford.....	1				32
Dane.....	13	5	17	572	522
Dodge.....	30	26	5	514	926
Door.....	2	2	1	18	18
Eau Claire.....	1	1			8
Fond du Lac.....	20	8	18	859	759
Grant.....	9	3	15	352	357
Green.....	1	1			11
Green Lake.....	2	1	3	230	90
Iowa.....	4	4	13	277	103
Iron.....	2		2	76	76
Jackson.....	10	7	1	6	40
Jefferson.....	13	11	4	367	346
Juneau.....	3	1	3	147	128
Kenosha.....	4	1	5	103	81
Kewaunee.....	7	4	7	130	369
La Crosse.....	13	12	2	136	18
La Fayette.....	1	1		16	17
Manitowoc.....	25	11	39	1,983	917
Marathon.....	8	7	6	240	271
Marinette.....	3	3		35	418
Marquette.....	1		1	62	62
Milwaukee.....	22	14	12	787	1,006
Monroe.....	6	4	5	120	96
Oconto.....	2	2		7	29
Outagamie.....	11	7	10	352	425
Ozaukee.....	13	9	8	597	473
Pepin.....	1		3	100	50
Pierce.....	7	4	5	86	88
Polk.....	2		2	23	16
Racine.....	6	3	9	469	363
Richland.....	1		2	2	58
Rock.....	3	3			
Sauk.....	10	8	2	364	348
Shawano.....	12	11	6	670	509
Sheboygan.....	23	19	8	243	476
Taylor.....	4	2	4	5	25
Trempealeau.....	4	1	7	185	179
Vernon.....	7	5	1		10
Walworth.....	3	2	1	12	88
Washington.....	27	12	31	817	1,064
Waukesha.....	6	3	7	335	276
Waupaca.....	12	10	2	269	140
Wausara.....	3	3		137	90
Winnebago.....	4	4		1	75
Wood.....	4	3	9	692	406

Statistical Tables.

PRIVATE SUMMER SCHOOLS—1896-97.

Place.	Principal Teacher.	No. days.	No. enrolled.	Tuition per week.
Totals.....		1,114	2,346	.....
Friendship	C. W. Smith, M. H. Jackson...	15	69	\$1 50
Chetek	P. B. Stewart, T. H. Lage	25		1 00
West Depere	C. C. Parlin	20		1 00
Mondovi	G. M. McGregor	20	30	1 00
Chippewa Falls	J. Leidenberg	25	101	80
Thorp	O. A. Rhea	25	38	1 00
Loyal	A. C. Finn	25	38	1 00
Seneca	A. J. McDowell	10	60	1 00
Wauzeka	W. R. Graves	10	60	1 00
Oregon	T. T. Blakeley, F. Gould	25	27	1 00
Mt. Horeb	Mr. Bjorneby, Mr. Rygh	30	27	1 00
Stoughton	K. A. Kasberg	25	46	1 00
Horicon	E. T. Johnson, L. S. Keeley	30	98	1 50
Sturgeon Bay	R. W. Whitford, J. E. Russell	20	59	1 00
Downing	L. J. Tucker	10	20	1 00
Colfax	F. G. Govin	10	20	1 00
Downsville	F. H. Green	10	25	1 00
Eau Claire	M. A. Hester	25	25	1 00
Fond du Lac	Myron E. Keats	26	155	75
Rhineland	G. W. Bliss, C. M. Gleason	20	21	1 25
Monroe	A. S. Kingsford	25	33	1 00
Princeton	Walter H. Hunt	15	85	50
Elroy	W. S. Freeman, C. H. Maxson	18	47	1 00
Kewaunee	J. Donovan	25	34	1 00
West Salem	C. E. Lamb	20	66	1 25
Merrill	Geo. Bliss	20		1 00
Merrill	J. C. McDowell	20	55	85
Wausau	Karl Mathie	25	55	1 25
Colby	F. M. Jackson	25	45	1 25
Sparta	Wm. F. Sell	25	88	1 00
Oconto Falls	P. L. Pool	25		1 00
Appleton	G. D. Ziegler	25	40	1 00
Seymour	R. H. Schmidt	25	42	1 00
Ellsworth	C. J. Brewer	25	38	1 00
Rock Elm	H. Lowater	40	24	1 00
Phillips	E. C. Gotham	25	20	1 00
Richland Center	Anna Wright	20	35	1 00
Janesville	H. C. Buell, D. D. Mayne	20	150	2 50
Reedsburg	W. N. Parker	25	70	1 00
Spring Green	A. D. Tarnutzer	25	75	1 00
Shawano	DeWitt Elwood	20	30	1 00
Biramwood	M. P. Cady	10	28	1 00
Medford	J. H. Francis	30	35	1 00
Arcadia	G. O. Banting	30		1 00
Viroqua	Taylor Frye	10	76	90
De Soto	W. A. Thomas	15	14	1 00
Elkhorn	C. D. Kipp, C. W. Rittenburg	25	25	1 00
West Bend	J. P. Riordan, D. T. Keeley	30	17	1 00
Waukesha	H. L. Terry, J. K. Lowry	20	74	1 00
Wautoma	T. W. Davies, Eber Daffoe	20	96	1 00
Omro	E. E. Sheldon	25	30	1 00

Statistical Tables.

STATISTICS OF INDIAN SCHOOLS IN WISCONSIN.

(Under control of U. S. Government, for the year ending June 30, 1898)

I. BOARDING SCHOOLS.	Capacity	NO OF EMPLOYEES.				Enrollment.	Average.
		Male.	Fem.	Indian.	White		
Menomonie, at Keshena.....	180	10	15	15	10	168	154
St. Joseph's, at Keshena*....	170	10	8	2	16	111	104
Oneida.....	120	5	13	10	8	137	125
Bayfield*.....	50	.....	10	.....	10	35	28
St. Mary's, at Odenah*.....	110	1	11	.....	12	72	71
Lac du Flambeau.....	180	5	11	7	5	165	141
Wittenberg.....	730	8	11	11	8	133	116
Tomah.....	125	8	12	9	11	146	144

II. DAY SCHOOLS.	No. depart-ments.	Enrollment.	Average.
Stockbridge.....	1	45	20
Oneida, No. 1.....	1	47	20
No. 2.....	1	29	16
No. 3.....	1	35	16
No. 4.....	1	23	10
No. 5.....	1	25	10
Red River*.....	2	63	55
Les Court Oreilles, No. 1.....	1	33	10
No. 2.....	1	22	12
No. 3.....	2	63	45
Tehmavahoong.....	1	34	18
Red Cliff.....	2	53	41
Public School Odenah*.....	2	26	10

* Contract schools.

The boarding schools have a term of 12 months and the day schools of 10 months each.

Statistical Tables.

CENSUS STATISTICS, 1897-98.

COUNTIES— Exclusive of cities under city superintendents.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such chil- dren.	No. who attended public school 12 weeks or more.	No. who attended private school 12 weeks or more.
Totals....	242,207	229,991	472,198	215,540	194,603	17,784
Adams	1,614	1,518	3,132	1,501	1,345	3
Ashland	966	846	1,812	995	867	69
Barron	3,807	3,659	7,466	3,309	2,667	32
Bayfield	1,636	1,592	3,228	1,951	1,342	308
Brown	5,480	5,113	10,593	4,718	3,391	703
Buffalo	3,307	3,204	6,511	2,965	2,528	115
Burnett	1,341	1,252	2,593	1,201	818	.....
Calumet	3,691	3,563	7,254	3,217	2,260	901
Chippewa	4,039	3,733	7,772	3,335	2,996	264
Clark	4,637	4,495	9,132	3,986	3,436	115
Columbia	3,919	3,623	7,542	3,444	3,139	46
Crawford	2,696	2,677	5,373	2,814	2,542	3
Dane —						
1st Dist. {	4,887	4,569	9,456	4,248	3,823	242
2nd Dist. }	3,835	3,659	7,494	3,306	2,783	414
Dodge	7,190	6,651	13,841	6,392	5,405	1,236
Door	3,118	2,888	6,006	2,609	2,109	109
Douglas	550	500	1,050	667	462	1
Dunn	3,817	3,641	7,458	3,372	2,832	44
Eau Claire...	3,010	2,704	5,714	2,765	2,295	22
Florence	458	474	932	1,042	922	.....
Fond du Lac ..	5,405	5,119	10,524	4,374	3,680	705
Forest	107	127	234	112	92	1
Grant	6,709	6,546	13,255	5,782	4,847	475
Green	3,257	2,871	6,128	2,819	2,635	17
Green Lake...	2,188	2,060	4,248	1,914	1,391	133
Iowa	3,537	3,388	6,925	3,286	2,942	125
Iron	900	872	1,772	851	710	68
Jackson	3,307	3,156	6,463	3,086	2,431	54
Jefferson	5,146	4,950	10,096	4,680	3,857	490
Juneau	3,675	3,562	7,237	3,132	2,779	105
Kenosha	1,639	1,646	3,285	1,529	1,236	176
Kewaunee	3,601	3,613	7,214	3,080	2,785	273
La Crosse	2,391	2,215	4,606	2,110	1,871	121
Lafayette	3,806	3,555	7,361	3,316	2,823	14
Langlade	1,297	1,226	2,523	1,231	1,184	24
Lincoln	940	886	1,826	917	806	30
Manitowoc	8,036	7,715	15,751	6,851	5,197	1,628
Marathon	5,809	5,644	11,453	3,394	2,875	192
Marinette	2,474	2,327	4,801	2,531	1,880	66
Marquette	1,979	1,913	3,892	1,720	7,481	28

Statistical Tables.

CENSUS STATISTICS, 1897-98.—Continued.

COUNTIES— Exclusive of cities un- der city su- perintend- ents.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such chil- dren.	No. who attended public school 12 weeks or more.	No. who attended private schools 12 weeks or more.
Milwaukee ...	6,829	6,723	13,552	6,437	4,870	1,361
Monroe.....	4,960	4,774	9,734	4,630	4,053	171
Oconto.....	2,906	2,774	5,680	2,708	2,352	134
Oneida.....	1,168	1,065	2,233	329	940	.....
Outagamie...	4,906	4,545	9,451	4,214	3,376	556
Ozaukee....	3,289	3,165	6,454	2,921	2,301	790
Pepin.....	1,529	1,474	3,003	1,562	1,118	101
Pierce.....	4,300	4,179	8,479	4,134	3,503	.....
Polk.....	3,361	3,201	6,562	3,028	2,447	66
Portage.....	4,177	3,759	7,936	3,602	2,450	230
Price.....	1,462	1,314	2,776	1,547	1,279	.....
Racine.....	2,726	2,523	5,249	2,553	1,925	534
Richland....	3,568	3,449	7,017	2,637	2,362	44
Rock—						
1st Dist.. {	2,399	2,316	4,715	2,315	2,140	74
2nd Dist. {	1,849	1,765	3,614	1,805	1,621	20
St. Croix.....	4,513	4,248	8,761	3,676	3,212	45
Sauk.....	4,744	4,527	9,271	4,121	3,516	401
Sawyer.....	388	420	808	341	316	4
Shawano.....	5,053	4,790	9,843	5,121	3,637	429
Sheboygan...	5,046	4,791	9,837	4,324	3,778	584
Taylor.....	1,948	1,803	3,751	1,752	1,499	89
Trempealeau.	4,356	4,096	8,452	3,714	2,955	149
Vernon.....	5,299	4,963	10,262	4,100	3,275	20
Vilas.....	420	403	823	427	412	4
Walworth....	3,784	3,615	7,399	3,669	3,621	13
Washburn....	877	830	1,707	894	788	1
Washington...	4,738	4,553	9,291	4,161	3,129	973
Waukesha....	5,901	5,618	11,519	6,444	4,763	518
Waupaca.....	5,036	4,725	9,761	4,554	3,921	195
Waushara....	3,024	2,616	5,640	2,543	2,173	145
Winnebago...	2,974	2,874	5,848	2,752	2,559	118
Wood.....	4,476	4,341	8,817	3,970	2,848	663

Statistical Tables.

ENROLLMENT AND ATTENDANCE, 1897-98.

COUNTIES— Exclusive of cities under city super- intendents.	ENROLLMENT IN PUBLIC SCHOOLS.				
	No. between 4 and 20.	Under 4.	Over 20.	<i>Total number who have attended public school.</i>	
				Male.	Female.
Totals.....	312,311	327	614	160,084	152,493
Adams.....	2,331	1	1	1,247	1,086
Ashland....	1,340	1	.....	723	618
Barron.....	5,242	.....	6	2,677	2,571
Bayfield....	2,082	.....	2	1,069	1,015
Brown.....	5,355	8	3	2,818	2,548
Buffalo.....	4,412	.....	7	2,248	2,171
Burnett.....	1,560	.....	1	761	800
Calumet....	3,660	10	2	1,821	1,851
Chippewa....	5,193	2	2	2,617	2,580
Clark.....	5,767	5	20	3,029	2,058
Columbia....	6,011	4	18	3,032	3,001
Crawford...	4,130	11	6	2,091	2,053
Dane—					
1st Dist...	6,731	5	6	3,340	3,402
2nd Dist...	4,902	15	19	2,507	2,427
Dodge.....	8,496	13	25	4,432	4,102
Door.....	3,775	8	4	1,883	1,904
Douglas.....	847	4	4	412	443
Dunn.....	5,461	2	18	2,759	2,723
Eau Claire...	3,880	6	24	2,116	1,794
Florence....	698	.....	1	330	369
Fond du Lac.	6,195	4	11	3,231	2,980
Forest.....	192	.....	.....	93	99
Grant.....	9,863	.....	20	5,041	4,845
Green.....	4,842	.....	3	2,549	2,299
Green Lake..	2,659	.....	1	1,371	1,291
Iowa.....	5,576	.....	9	2,875	2,716
Iron.....	1,364	31	1	716	680
Jackson.....	4,697	3	4	2,390	2,314
Jefferson....	7,001	4	2	3,542	3,465
Juneau.....	5,020	5	2	2,547	2,478
Kenosha....	2,078	.....	1	1,058	1,021
Kewaunee....	4,444	8	7	2,266	2,193
La Crosse....	3,004	12	.....	1,545	1,459
Lafayette....	5,824	.....	13	2,973	2,876
Langlade....	1,752	7	.....	891	874
Lincoln.....	1,156	1	.....	569	588
Manitowoc...	8,328	.....	5	4,687	4,146
Marathon....	6,647	3	3	3,274	3,379
Marinette....	3,251	.....	.....	1,615	1,639
Marquette...	2,712	.....	3	1,384	1,331

Statistical Tables.

ENROLLMENT AND ATTENDANCE, 1897-98—Continued.

COUNTIES— Exclusive of cities under city super- intendents.	ENROLLMENT IN PUBLIC SCHOOLS.				
	No. between 4 and 20.	Under 4.	Over 20.	<i>Total number who have attended public school.</i>	
				Male.	Female.
Milwaukee...	7,204	1	1	3,666	3,540
Monroe.....	7,129	10	78	3,668	3,549
Oconto.....	3,663	1	.....	1,858	1,806
Oneida.....	1,833	.....	2	926	909
Outagamie..	5,353	2	9	2,776	2,588
Ozaukee.....	3,516	.....	.....	1,891	1,625
Pepin.....	2,070	5	.....	1,058	1,017
Pierce.....	5,938	1	15	3,106	2,898
Polk.....	4,471	1	10	2,229	2,253
Portage.....	4,196	7	4	2,117	2,090
Price.....	1,930	.....	.....	984	976
Pacine.....	3,259	3	1	1,648	1,615
Richland....	5,763	6	38	2,944	2,863
Rock—					
1st Dist...	3,720	2	5	1,893	1,834
2nd Dist...	2,846	1	3	1,448	1,402
St. Croix....	6,144	24	70	3,136	3,102
Sauk.....	6,316	8	11	3,250	3,085
Sawyer.....	674	.....	.....	301	373
Shawano....	5,766	1	3	2,955	2,815
Sheboygan..	6,014	2	9	3,113	2,912
Taylor.....	2,347	2	5	1,178	1,176
Trempealeau	5,297	5	16	2,791	2,527
Vernon.....	7,333	12	23	3,751	3,617
Vilas.....	729	.....	.....	376	353
Walworth...	5,916	9	7	2,982	2,950
Washburn..	1,453	.....	.....	742	711
Washington,	5,146	1	.....	2,695	2,452
Waukesha..	7,981	.....	8	4,143	3,846
Waupaca....	6,540	14	4	3,362	3,196
Waushara...	4,058	22	19	2,133	1,966
Winnebago...	3,652	2	15	1,865	1,804
Wood.....	5,016	2	4	2,568	2,454

Statistical Tables.

TEACHERS' CERTIFICATES, 1897-98.

COUNTIES—Exclusive of cities under city superintendents.	CERTIFICATES GRANTED BY COUNTY SUPERINTENDENT.										Number of applicants refused certificates.	Number of limited certificates granted.	Teachers holding state certificates.	Normal school graduates.	No. who have attended normal school.
	1st Grade.		2nd Grade.		3rd Grade.		Total.								
	To men.	To women.	To men.	To women.	To men.	To women.									
Totals	210	279	486	1,279	1,223	5,164	8,641	2,583	650	493	397	1,894			
Adams	1	2	2	8	10	87	100	35	12	1	.....	8		
Ashland	1	3	2	6	4	16	32	.....	.....	1	.....	10
Barron	2	3	7	15	31	90	148	46	1	1	6	53			
Bayfield	2	6	5	8	3	32	56	18	1	14	3	18			
Brown	1	3	5	24	19	56	108	28	3	6	6	23			
Buffalo	3	2	8	19	25	62	119	33	3	5	2	.....		
Burnett .....	.....	2	1	8	9	25	45	5	4	.....	.....	7
Calumet .....	.....	.....	1	1	21	57	80	78	55	7	3	40	
Chippewa	5	5	7	37	14	102	170	44	3	8	7	15			
Clark	6	4	10	8	29	128	185	54	3	9	5	38			
Columbia	1	3	14	10	40	159	227	72	44	5	.....	40		
Crawford	3	3	3	10	17	83	119	59	18	3	1	20			
Dane	5	3	21	57	52	206	344	90	22	25	6	34			
Dodge	9	15	23	33	50	119	249	70	10	5	8	53			
Door	5	1	7	8	21	36	74	47	4	2	1	5			
Douglas	2	.....	4	11	2	41	60	45	3	1	.....	35	
Dunn	1	.....	12	28	22	99	163	14	30	4	1	30		
Eau Claire	10	7	3	18	5	67	110	42	.....	6	4	11		

Statistical Tables.

Milwaukee	4	2	4	4	15	19	47	91	37	4	37	16	41
Monroe	2	4	5	5	21	10	128	170	59	5	3	6	26
Oconto	6	5	6	6	18	22	56	113	37	1	3	3	22
Oneida	2	7	5	7	23	3	20	60	2	...	5	5	9
Outagamie	2	4	7	7	27	28	86	154	63	14	8	...	30
Ozaukee	1	...	5	3	3	28	41	78	28	...	7	2	42
Pepin	2	...	3	5	5	7	34	53	31	6	6	5	5
Pierce	6	9	18	20	40	20	74	167	58	16	3	8	93
Polk	...	...	...	13	9	13	81	105	64	23	4	...	30
Portage	...	...	...	12	23	23	80	118	40	12	7	6	60
Price	4	3	4	13	8	8	42	74	8	...	7	1	20
Racine	4	3	4	14	11	11	54	87	24	3	3	2	31
Richland	16	10	26	36	33	33	129	250	...	2	4	6	17
Rock	5	19	12	45	21	21	162	264	27	7	21	19	75
St. Croix	6	8	16	40	11	11	98	179	37	20	23	12	60
Sauk	3	12	11	40	9	9	71	146	68	...	30	13	16
Sawyer	...	1	...	4	1	1	25	31	2	2	5	3	3
Shawano	2	3	6	14	34	34	120	179	66	...	4	1	30
Sheboygan	2	2	10	13	29	29	65	121	100	5	4	10	22
Taylor	...	4	3	17	6	6	26	56	25	1	2	...	10
Trempealeau	8	5	9	35	15	15	68	140	24	3	13	5	20
Vernon	3	...	11	11	67	67	167	258	98	99	4	2	13
Vilas	1	...	...	5	1	1	13	20	...	...	5	2	7
Walworth	1	6	2	22	15	15	123	169	...	10	30	15	20
Washburn	3	1	...	9	4	4	24	41	10	2	1	3	6
Washington	7	9	10	11	29	29	58	124	26	4	1	6	20
Waukesha	2	3	8	22	21	21	78	134	34	...	23	29	144
Waupaca	2	4	11	16	25	25	109	167	36	38	8	2	...
Waushara	2	4	5	20	16	16	84	131	34	5	8	4	35
Winnebago	...	1	2	11	8	8	103	125	33	...	2	7	87
Wood	3	4	3	26	15	15	63	114	33	8	1	12	8

Statistical Tables.

TEACHERS AND TOWNSHIP LIBRARIES, 1897-98.

Counties—Exclusive of cities under city Superintendents.	TEACHERS.			Teachers' Average Wages.			TOWNSHIP LIBRARIES.		
	Teachers Employed.			For males.	For fem.	Amount expended during the year.	No. volumes purchased during year.	Whole No. purchased since 1887.	
	Male.	Female.	Total.						
Totals and averages	2,366	7,434	9,800	\$41 00	\$29 50	\$41,347 00	61,080	255,783	
Adams	13	116	129	\$27 75	\$20 00	8396 23	583	2,271	
Ashland	11	36	47	47 95	36 36	106 00	140	280	
Barron	45	141	196	33 10	27 34	726 45	1,149	3,909	
Bayfield	13	52	65	50 46	42 35				
Brown	29	68	97	37 05	29 75				
Buffalo	41	84	125	44 00	29 50	1,082 61	1,580	7,218	
Burnett	12	40	52	30 42	28 00	585 30	972	4,387	
Calumet	28	63	91	39 27	28 40	580 61	945	5,787	
Chippewa	26	184	210	38 82	30 35	903 33	1,863	4,515	
Clark	53	159	212	34 58	28 28	461 01	767	2,629	
Columbia	53	203	256	37 60	22 38	909 43	1,448	4,651	
Crawford	27	109	136	30 10	21 83	468 99	753	3,119	
Dane	49	170	219	52 84	29 13	611 66	1,204	6,391	
	43	148	191	40 78	27 99	785 61	1,230	4,657	
Dodge	84	178	262	39 90	27 30	818 79	1,307	6,206	
Door	30	44	74	34 00	29 00	813 31	1,597	5,275	
Douglas	4	31	35	42 50	37 70	99 95	207	991	
Dunn	48	128	176	36 80	30 00	635 05	1,172	5,065	
Eau Clair	19	94	113	45 20	28 66	432 08	966	3,393	

Statistical Tables.

	4	15	19	51 25	41 39	149 10	278	978
Florence	44	179	223	41 10	24 33	1, 246 66	1, 974	5, 491
Fond du Lac	4	8	12	40 00	35 00	.....	.....	.....
Forest	49	316	365	49 30	24 40	920 99	1, 442	4, 994
Grant	61	190	251	35 80	25 34	775 96	1, 280	4, 337
Green	23	76	99	25 40	24 40	343 88	1, 769	2, 269
Green Lake	23	136	161	42 20	24 00	720 36	1, 050	4, 822
Iowa	9	21	30	59 00	44 52	179 75	254	766
Iron	34	79	113	39 69	27 47	845 74	1, 596	6, 537
Jackson	34	153	187	50 05	31 82	634 82	1, 083	4, 490
Jefferson	28	150	178	46 62	25 98	673 14	973	3, 800
Juneau	17	65	82	42 25	33 14	283 65	507	1, 672
Kenosha	38	33	72	37 51	31 60	548 06	763	3, 262
Kewaunee	16	75	91	43 00	26 85	361 18	623	3, 182
La Crosse	43	148	191	37 50	24 52	743 13	1, 320	6, 276
Lafayette	13	54	67	34 40	29 73	.....	.....	.....
Langlade	13	43	56	36 00	30 05	15 00	22	114
Lincoln	82	43	172	44 80	35 31	983 76	1, 776	4, 708
Manitowoc	53	90	182	36 41	30 43	965 14	1, 650	4, 528
Marathon	13	51	64	45 30	33 50	423 00	861	2, 814
Marquette	18	67	85	36 42	21 40	408 16	658	1, 848
Milwaukee	47	102	149	65 72	43 50	1, 062 47	1, 505	5, 330
Monroe	41	203	244	43 00	25 00	851 26	1, 342	4, 159
Oconto	24	64	88	34 22	27 60	546 50	903	2, 374
Oneida	5	43	48	50 55	39 00	205 87	203	1, 531
Outagamie	28	128	236	36 00	27 00	998 36	1, 944	5, 591
Ozaukee	42	39	81	44 21	30 70	540 98	933	2, 979
Pepin	14	28	42	39 00	28 37	234 46	487	2, 219
Pierce	60	126	186	39 56	31 00	536 45	786	4, 086
Polk	25	126	151	34 36	29 65	703 18	1, 355	3, 900
Portage	35	119	154	32 90	23 72	703 49	1, 142	3, 330
Price	18	58	76	41 33	33 22	459 32	870	2, 583
Racine	20	69	89	41 15	31 16	549 69	966	2, 531
Richland	52	166	218	35 05	24 21	633 25	1, 018	4, 083
Rock	22	124	146	52 33	29 42	553 07	873	4, 078
{ 1st Dist.	12	120	132	42 80	26 80	435 58	849	3, 066
{ 2nd Dist.								

Statistical Tables.

TEACHERS AND TOWNSHIP LIBRARIES, 1897-98.—Continued.

Counties—Exclusive of cities under city Superintendents.	TEACHERS.			TOWNSHIP LIBRARIES.		
	Teachers Employed.			Amount expended during the year.	No. volumes purchased during year.	Whole No. purchased since 1887.
	Teachers' Average Wages.					
	Male.	Female.	Total.				For males.	For fem.
St. Croix.....	42	139	181	\$44 13	\$36 00	2,610
Sauk.....	34	184	218	41 76	26 33	9,455
Sawyer.....	5	39	44	61 00	36 70	
Shawano.....	40	115	155	35 61	27 85	
Sheboygan.....	51	105	156	45 00	27 41	
Taylor.....	22	66	88	45 19	31 53	
Trempealeau.....	38	110	148	36 92	27 13	
Vernon.....	79	177	256	31 30	23 20	
Vilas.....	5	18	23	60 00	40 22	
Walworth.....	31	178	209	55 00	33 00	
Washington.....	8	38	46	52 38	32 08	
Waukesha.....	46	77	123	45 00	30 00	
Waupaca.....	49	145	194	40 95	32 90	
Waushara.....	44	140	184	36 87	26 65	
Winnebago.....	30	132	162	30 31	21 44	
Wood.....	25	123	148	34 36	26 74	
	24	105	129	43 64	36 76	

Statistical Tables.

FINANCIAL RECEIPTS, 1897-8.

Countries—Exclusive of cities under city superintendents.	From money on hand June 30, 1897.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of superintendents.	From state school fund income.	From all other sources.	Total amount received during the year.
Total	\$786,981 19	\$1,591,102 65	\$222,677 90	\$524,049 81	\$465,676 12	\$382,558 17	\$3,973,045 84
Adams	\$3,712 13	\$6,995 74	\$152 46	\$3,434 55	\$3,239 08	\$1,483 34	\$19,067 30
Ashland	5,407 15	10,415 38	13,100 00	689 83	1,049 91	4,938 00	35,630 57
Barron	16,404 34	23,410 37	18 80	7,084 73	6,874 81	3,901 58	57,694 63
Bayfield	9,853 55	2,070 50	37,145 00	90 74	2,930 90	4,051 48	56,142 17
Brown	10,874 00	11,297 92	.....	12,175 64	10,211 39	2,822 81	47,381 76
Buffalo	8,026 89	17,690 38	27 55	9,173 16	6,387 48	4,764 45	46,039 91
Burnett	4,040 16	5,612 06	1,200 00	2,895 14	2,438 20	1,238 27	17,443 83
Calumet	8,849 79	12,305 03	280 15	8,286 89	7,059 63	3,628 29	40,409 75
Chippewa	22,542 82	30,314 77	11,849 63	8,103 73	7,895 85	7,806 98	88,603 83
Clark	24,817 26	33,791 10	380 00	9,145 57	8,950 79	7,503 22	84,567 94
Columbia	10,143 67	37,642 34	10 51	8,296 18	5,681 27	18,690 60	80,464 57
Crawford	6,249 88	12,840 81	27 39	5,781 77	4,945 94	6,521 33	36,367 12
Dane	22,014 99	63,349 07	138 46	19,714 64	16,704 70	8,721 44	130,643 30
Dodge	17,786 23	45,277 99	120 29	15,378 70	14,593 73	8,833 75	101,990 69
Door	8,416 15	9,815 95	.....	6,724 24	6,412 28	1,790 91	33,159 53
Douglas	2,518 22	1,600 00	22,219 00	771 30	1,131 87	520 00	23,760 39
Dunn	9,900 47	22,979 59	1,460 82	8,171 74	6,897 17	1,685 59	51,095 38
Eau Claire	10,228 66	19,911 81	.....	6,555 21	4,898 52	2,430 53	44,022 76
Florence	7,739 56	4,995 00	5,500 00	1,328 10	961 83	566 52	21,091 01
Fond du Lac	16,434 90	31,214 24	18 89	11,853 00	10,384 96	12,130 71	82,036 70
Forest	1,611 23	.....	4,095 00	164 57	45 28	473 30	6,389 43
Grant	19,496 17	60,956 22	300 30	14,400 85	17,391 20	20,667 13	133,201 87
Green	8,946 99	26,523 07	.....	7,492 85	6,052 46	3,425 35	57,400 72
Green Lake	6,116 76	14,163 42	.....	4,229 50	4,013 98	3,603 38	32,127 04
Iowa	6,417 45	28,733 63	88 30	7,655 67	7,081 96	2,929 77	52,906 78

Statistical Tables.

FINANCIAL RECEIPTS, 1897-8. - Continued.

COUNTIES—Exclusive of cities under city superintendents.	From money on hand June 30, 1897.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Iron	\$11,261 48	\$16,083 00	\$7,225 00	\$514 86	\$1,581 29	\$2,001 60	\$38,667 23
Jackson	21,220 53	19,663 20	.....	8,178 71	6,425 41	6,565 40	62,053 25
Jefferson	16,016 67	46,862 95	165 22	11,277 73	11,013 74	13,319 31	98,655 62
Juneau	13,852 80	24,561 84	8,726 01	6,629 00	6,855 38	14,634 53	75,359 56
Kenosha	4,636 34	14,772 14	13 73	3,936 81	3,083 23	935 41	27,377 66
Kewaunee	5,954 39	13,235 32	289 50	8,213 13	7,086 01	3,202 99	37,981 34
La Crosse	7,745 75	14,643 05	.....	5,426 57	5,049 68	2,436 05	35,301 10
Lafayette	8,595 77	37,978 47	986 28	8,474 74	7,893 90	15,784 98	79,714 14
Langlade	7,744 02	14,908 18	1,650 00	2,742 71	2,501 55	2,028 48	31,578 97
Lincoln	4,257 22	2,832 61	10,475 00	2,660 00	1,841 58	711 97	22,778 38
Manitowoc	23,143 26	51,656 59	2,412 56	18,500 92	14,585 72	4,374 84	114,673 69
Marathon	20,197 91	29,907 58	1,493 37	11,914 95	10,940 13	4,797 96	79,281 83
Marquette	12,225 08	14,607 00	6,136 00	5,169 06	4,363 67	7,708 21	50,209 02
Marquette	3,977 01	7,140 45	.....	5,013 20	3,867 44	1,024 60	21,022 70
Milwaukee	29,137 84	67,470 89	.....	17,417 26	13,395 03	11,236 88	138,657 90
Monroe	12,470 73	42,764 23	10 62	10,267 28	9,783 66	6,318 50	81,615 02
Oconto	11,564 79	10,665 78	3,375 00	5,887 36	5,126 06	1,807 95	38,426 94
Oneida	5,725 76	205 00	24,042 50	.....	2,090 95	351 00	32,415 21
Outagamie	13,619 03	19,361 01	.....	12,135 64	9,533 63	2,775 58	57,454 89
Ozaukee	6,492 74	18,331 32	1,483 32	7,751 42	6,777 75	4,804 11	45,640 66
Pepin	4,439 82	8,718 11	.....	3,357 69	3,073 82	746 58	20,336 02
Pierce	17,298 22	28,702 67	356 71	9,497 34	8,856 13	4,775 09	69,486 16
Polk	15,497 57	20,355 57	97 40	7,053 21	6,259 84	1,510 81	50,774 40
Portage	19,646 87	12,010 35	.....	8,831 95	7,484 92	2,602 23	50,576 32
Price	6,672 91	21,945 50	5,052 00	1,087 84	2,952 94	2,879 57	40,590 76
Racine	5,515 59	25,693 10	315 12	6,555 15	4,853 04	7,820 90	50,752 90
Richland	9,975 37	22,112 50	383 89	9,436 11	6,835 77	4,024 45	52,768 09

Statistical Tables.

Rock.....	19,815 97	52,427 83	134 34	9,899 83	7,822 14	16,150 61	106,250 72
St. Croix.....	14,670 70	33,409 33	188 06	8,969 20	8,306 05	5,522 64	71,065 98
Sauk.....	9,116 79	32,652 10	.....	11,115 40	9,078 74	3,839 86	65,802 89
Sawyer.....	.....	.....	17,000 00	822 97	1,180 13	2,658 57	21,661 67
Shawano.....	21,046 64	21,236 52	128 11	10,870 82	10,370 32	13,692 11	77,344 52
Sheboygan.....	9,255 51	28,413 29	705 15	11,251 01	10,567 18	4,931 27	65,123 41
Taylor.....	10,768 74	17,931 86	5,166 51	4,250 80	4,099 74	1,197 51	43,415 19
Trempealeau.....	11,275 03	20,268 18	140 22	9,364 43	8,388 50	4,212 48	53,648 84
Vernon.....	13,275 00	27,326 96	.....	11,229 76	10,561 06	6,939 69	69,332 47
Vilas.....	1,324 57	.....	13,180 00	1,802 37	733 32	95 51	17,135 77
Walworth.....	15,703 18	64,585 68	683 21	8,200 99	6,423 99	8,012 29	103,609 34
Washington.....	5,170 70	1,870 54	11,676 56	2,299 58	1,306 33	2,081 93	24,405 64
Washington.....	5,511 83	22,531 45	645 40	10,713 98	9,110 44	7,332 62	55,845 72
Waukesha.....	12,137 01	41,175 65	.....	12,756 13	10,740 28	21,937 82	98,746 89
Waupaca.....	13,999 29	24,539 95	83 99	10,308 80	8,283 98	5,508 93	62,734 94
Waushara.....	8,846 59	14,033 33	.....	6,277 21	5,627 71	1,033 81	36,818 65
Winnebago.....	7,278 60	18,101 36	.....	6,944 77	6,270 48	3,537 02	42,132 23
Wood.....	20,272 07	29,493 52	124 69	9,402 79	8,295 27	2,543 79	70,132 13

Statistical Tables.

COUNTIES — FINANCIAL DISBURSEMENTS, 1897-8.

COUNTIES— Exclusive of cities under city superin- tendents.	For build- ing and repairing.	For ap- paratus.	For services of male teachers.	For services of female teachers.	For old indebted- ness.	For school furniture.	For all other purposes.	Total amount paid out during the year.	Money on hand June 30, 1898.
Totals.	\$334,613 07	\$58,499 82	\$643,421 48	\$1,440,314 11	\$171,260 84	\$55,337 20	\$468,296 14	\$3,171,742 66	\$801,303 18
Adams	\$921 47	\$533 35	\$2,147 45	\$9,448 13	\$464 37	\$349 47	\$1,734 64	\$15,598 88	\$3,468 42
Ashland	6,375 82	2,288 59	4,430 00	9,683 50	786 36	1,662 01	3,553 63	28,779 91	6,850 66
Barron	3,925 18	1,189 35	9,180 50	20,142 56	1,407 46	824 96	4,827 47	41,497 48	16,197 15
Bayfield	2,762 03	1,533 51	5,839 50	19,057 75	2,110 00	623 15	14,238 74	46,164 68	9,977 49
Brown	1,699 55	543 34	9,377 50	16,558 38	1,076 85	465 33	6,825 74	36,516 69	10,835 07
Buffalo	3,823 41	954 01	11,354 20	15,165 30	894 31	563 50	5,120 44	37,877 17	8,192 74
Burnett	1,861 36	313 73	2,004 75	5,552 05	1,194 58	93 90	2,098 75	13,121 12	4,322 71
Calumet	1,328 05	364 74	8,915 00	14,437 38	2,428 23	373 00	3,976 89	31,823 29	8,586 46
Chippewa	9,510 64	1,875 31	7,900 00	32,631 70	1,709 69	1,189 05	9,564 69	64,381 08	24,222 75
Clark	6,181 11	1,824 47	13,270 50	28,260 91	1,564 98	1,074 25	3,281 80	60,458 02	24,129 92
Columbia	8,880 85	738 68	12,606 15	27,704 25	3,807 75	1,040 94	9,599 60	61,378 22	16,096 35
Crawford	6,488 22	454 14	5,440 00	14,177 35	946 09	510 84	2,678 63	30,695 27	5,671 85
Dane	8,843 42	1,540 55	21,088 42	56,992 97	4,148 95	1,564 41	13,078 38	107,257 11	23,386 19
Dodge	4,684 63	1,176 76	23,981 20	38,538 94	3,566 51	1,038 00	12,881 13	85,807 17	16,183 52
Door	1,422 47	720 51	9,348 25	8,323 00	683 93	465 31	3,669 62	24,633 09	8,526 44
Douglas	2,471 77	1,378 66	1,410 00	10,955 00	500 00	364 04	8,176 90	25,256 37	3,504 02
Dunn	3,081 50	719 55	9,400 50	21,559 20	2,419 30	921 42	4,238 50	42,352 97	8,742 41
Eau Claire	1,970 74	924 66	5,529 00	18,257 84	1,332 28	372 55	5,260 95	33,648 02	10,374 74
Florence	623 69	85 50	1,725 00	5,425 00	200 00	197 87	3,428 65	11,585 71	9,505 30
Fo'du Lac	13,936 41	500 85	12,104 45	30,491 23	2,291 84	751 90	6,939 78	67,016 46	15,020 24
Forest	787 80	29 60	870 00	2,220 00	88 00	491 76	1,296 69	5,785 85	603 58
Grant	21,137 26	1,194 90	16,394 65	53,207 12	4,921 37	1,644 84	12,741 49	111,241 63	21,960 24

Statistical Tables.

Green.....	5,316 57	1,074 74	1,069 25	20,470 88	3,420 11	1,079 86	5,854 50	38,284 91	19,115 81
Green Lake.....	3,551 78	224 73	5,377 50	11,521 18	1,546 83	1,669 09	2,646 38	25,037 49	7,059 55
Iowa.....	3,601 87	535 10	7,461 35	25,984 50	2,388 91	819 32	6,244 76	47,035 81	5,870 97
Iron.....	3,924 23	535 32	5,280 00	8,635 00	2,848 91	284 50	4,631 91	26,162 90	12,504 33
Jackson.....	11,561 59	669 33	8,315 00	20,768 25	2,708 85	470 84	5,740 80	50,194 66	11,858 59
Jefferson.....	11,037 30	844 32	13,061 75	36,505 25	6,441 09	1,488 09	13,251 16	82,628 96	15,026 66
Juneau.....	11,975 56	878 12	10,007 05	24,715 70	2,876 91	902 87	5,922 18	59,922 18	15,437 38
Kenosha.....	1,228 88	289 49	4,003 65	13,791 17	1,109 99	339 69	2,322 53	23,085 40	4,292 26
Kewaunee.....	3,456 72	400 86	13,266 50	9,490 50	974 31	423 14	4,637 17	32,644 20	5,337 14
La Crosse.....	4,532 00	1,211 73	5,579 50	14,054 30	839 54	600 28	2,976 60	29,793 95	5,507 15
Lafayette.....	12,383 95	1,675 92	12,617 75	29,200 30	1,743 89	800 56	9,660 26	68,032 63	11,631 51
Langlade.....	2,802 99	699 33	3,328 00	12,600 50	499 09	528 41	2,692 92	23,151 24	8,427 73
Lincoln.....	2,729 67	216 42	2,860 00	9,492 00	725 36	399 67	3,738 77	20,151 89	2,636 49
Manitowoc.....	10,945 84	1,707 97	32,182 00	29,985 50	8,832 14	2,288 72	12,015 16	97,958 33	16,715 36
Marathon.....	5,132 74	1,609 27	17,425 00	22,134 22	2,843 27	1,696 81	7,025 46	37,633 81	12,575 21
Marquette.....	8,014 82	825 88	5,729 00	13,524 75	817 09	1,869 81	6,597 24	37,633 81	12,575 21
Marquette.....	767 68	235 01	4,546 50	8,814 50	184 99	599 34	1,988 13	17,126 15	3,896 55
Milwaukee.....	10,661 39	1,255 50	23,896 33	41,001 97	9,505 78	1,263 67	15,706 11	105,293 74	33,364 16
Monroe.....	4,037 89	1,683 96	11,370 75	31,418 32	9,084 30	931 70	10,653 77	69,180 69	12,434 33
Oconto.....	3,042 40	934 99	6,665 50	12,038 28	515 91	481 07	4,131 99	27,813 14	10,613 80
Oneida.....	4,375 33	538 99	2,180 00	15,755 50	.....	110 25	5,375 71	28,335 78	4,079 43
Outagamie.....	3,660 48	1,199 53	7,192 00	21,905 69	.....	1,075 39	6,049 41	42,933 06	14,521 83
Ozaukee.....	921 96	293 47	16,026 50	10,109 50	6,080 04	401 84	4,151 15	37,981 46	7,656 20
Pepin.....	1,014 07	323 18	3,923 90	8,640 00	200 00	77 91	2,014 62	16,223 68	4,112 34
Pierce.....	3,306 25	714 57	14,721 70	21,987 88	3,226 61	948 91	7,977 06	52,882 98	16,603 18
Polk.....	2,404 59	595 92	5,859 50	20,931 15	5,509 53	512 55	5,423 19	35,872 43	14,901 97
Portage.....	3,875 16	552 07	6,201 55	15,141 75	1,649 53	1,009 86	4,060 21	32,490 13	18,086 19
Price.....	3,042 35	1,321 02	5,218 00	13,921 75	846 56	368 73	5,563 97	30,312 38	10,278 38
Racine.....	1,838 16	322 70	6,988 00	17,124 74	10,598 11	397 97	5,197 94	42,467 62	8,285 28
Richland.....	2,319 95	856 63	10,320 00	21,151 41	2,389 33	566 13	7,088 79	44,692 24	8,075 85
Rock.....	13,650 14	1,190 36	10,589 25	44,753 80	2,118 35	1,055 00	12,698 85	86,055 75	20,194 97
St. Croix.....	3,338 51	724 40	11,104 60	30,131 62	1,610 12	836 67	8,798 61	56,547 43	14,518 55
Sauk.....	2,928 83	635 71	10,285 00	31,743 65	2,759 71	675 67	7,004 49	56,033 06	9,769 83
Sawyer.....	2,124 60	99 14	2,150 00	9,670 00	2,686 42	589 12	6,370 39	23,661 67	2,000 00
Shawano.....	10,133 91	1,558 28	9,076 00	19,905 03	3,657 17	1,154 66	10,612 06	56,102 11	21,242 41
Sheboygan.....	3,316 73	761 17	16,735 50	21,889 15	4,918 22	1,059 65	7,061 29	55,771 71	9,351 70

Statistical Tables.

COUNTIES—FINANCIAL DISBURSEMENTS, 1897-8.—Continued.

COUNTIES.— Exclusive of cities under city superin- tendents.	For build- ing and repairing.	For ap- paratus.	For services of male teachers.	For services of female teachers.	For old indebted- ness.	For school furniture.	For all other purposes.	Total amount paid out during the year.	Money on hand June 30, 1898.
Taylor.....	\$2,651 65	\$573 59	\$7,332 00	\$13,130 59	\$431 98	\$845 05	\$5,311 01	\$30,275 87	\$13,139 32
Trempealeau.....	2,921 67	1,060 01	9,425 75	19,091 25	1,513 24	563 95	7,584 48	42,160 35	11,488 49
Vernon.....	8,560 93	1,076 10	14,085 74	23,971 30	3,461 87	1,955 94	6,051 99	59,163 87	10,168 60
Vilas.....	2,304 43	100 00	2,715 00	6,504 68	700 00	749 00	3,738 72	16,811 83	323 94
Walworth.....	3,171 59	1,409 56	13,489 82	44,988 18	8,287 09	758 80	14,376 95	86,481 99	17,127 35
Washington.....	2,597 24	330 64	3,420 00	9,888 33	.....	361 09	3,430 71	20,028 01	4,377 63
Waukesha.....	5,111 93	415 69	16,938 00	18,965 78	1,869 87	264 78	5,968 89	49,535 94	6,309 78
Waupaca.....	4,739 29	921 88	17,848 00	40,378 08	3,085 33	1,327 68	15,424 38	83,724 64	15,022 25
Waushara.....	1,275 32	561 55	10,481 52	24,509 50	2,161 36	1,797 76	9,249 31	50,036 32	12,698 62
Winnebago.....	1,340 80	611 67	4,271 25	16,479 77	778 69	546 07	2,873 34	26,901 59	8,917 06
Wood.....	2,415 26	713 05	6,149 00	17,811 00	1,294 43	182 91	5,180 44	33,746 09	8,386 14
	2,137 70	626 19	8,335 50	24,900 10	4,274 53	1,148 36	8,327 51	49,809 89	20,322 24

Statistical Tables.

CITIES UNDER CITY SUPERINTENDENTS—1897-98.

CITIES.	CHILDREN RESIDING IN CITY.				ENROLLMENT IN SCHOOLS.									
	No. between 4 and 20.			No. between 7 and 13.	No. between 4 and 20 who have attended public schools.				Under 4.	Over 20.	Total number enroll'd.	No. between 7 and 13 who attended		Average attendance of all pupils.
	Male.	Fem.	Total.		Male.	Fem.	Total.	Public school 12 weeks or more.				Private school 12 weeks or more.		
Totals.....	116,991	119,346	236,337	100,951	61,696	61,524	123,220	18	99	123,337	67,247	30,285	93,674	
Antigo.....	882	797	1,679	716	595	562	1,157	1	1	1,158	592	189	862	
Appleton.....	2,482	2,652	5,134	2,038	1,263	1,201	2,464	2	5	2,471	1,171	845	2,471	
Ashland.....	1,734	1,754	3,488	1,636	949	958	1,907	5	3	1,915	1,167	437	1,491	
Baraboo.....	734	781	1,515	778	696	786	1,482			1,482	750		1,254	
Beaver Dam....	930	897	1,827	985	498	471	969		2	971	509	313	696	
Beloit.....	1,472	1,436	2,908	1,544	937	1,002	1,939			1,939	1,084		1,513	
Berlin.....	769	807	1,576	622	435	405	840	4		848	460	300	631	
Brodhead.....	221	220	441	228	221	224	445		3	448	241		354	
Chi'pewa F'lls..	1,464	1,551	3,015	1,411	696	698	1,394		2	1,396	717	559	1,157	
Columbus.....	295	350	645	247	236	263	499		3	502	224	27	383	
De Pere.....	433	513	946	380	138	155	293			293	161	203	233	
Eau Claire.....	3,214	3,277	6,491	2,786	2,130	2,075	4,205		10	4,215	2,446	394	3,098	
Fond du Lac....	2,388	2,664	5,052	2,060	1,232	1,267	2,499		6	2,505	1,271	393	2,241	
Grand Rapids...	413	385	798	472	261	230	491			481	293	97	370	
Green Bay.....	3,037	3,128	6,165	2,868	1,926	1,908	3,834		1	3,835	2,220	636	2,656	
Hudson.....	530	563	1,093	539	416	476	892			892	528	8	615	

Statistical Tables.

CITIES UNDER CITY SUPERINTENDENTS—1897-98.—Continued.

CITIES.	CHILDREN RESIDING IN CITY.				ENROLLMENT IN SCHOOLS.								
	No. between 4 and 20.			No. between 7 and 13.	No. between 4 and 20 who have attended public schools.			Under 4.	Over 20.	Total number enroll'd.	No. between 7 and 13 who attended		Average attendance of all pupils.
	Male.	Fem.	Total.		Male.	Fem.	Total.				Public school 12 weeks or more.	Private school 12 weeks or more.	
Janesville	2,116	2,151	4,267	1,387	1,228	1,260	2,488	.....	1	2,489	1,153	234	1,930
Kaukauna.....	1,006	986	1,992	841	433	382	815	.....	.....	815	371	468	1,073
Kenosha.....	1,832	1,805	3,637	1,574	637	688	1,325	.....	.....	1,325	784	747	1,073
La Crosse.....	4,912	5,325	10,237	4,653	2,834	2,923	5,757	.....	9	5,766	3,187	1,123	4,425
Madison.....	2,609	2,632	5,271	2,175	1,436	1,370	2,806	.....	4	2,810	1,672	560	2,294
Marquette.....	2,775	2,646	5,421	2,581	1,649	1,626	3,275	.....	2	3,277	2,066	397	2,619
Menasha.....	1,049	1,063	2,112	964	377	437	814	.....	.....	814	374	508	588
Menomonie.....	1,195	1,128	2,323	1,105	839	813	1,652	.....	4	1,686	937	222	1,278
Merrill.....	1,489	1,547	3,036	1,307	846	894	1,740	.....	1	1,741	1,031	239	1,391
Milwaukee.....	46,411	47,227	93,638	36,524	20,616	19,594	40,210	.....	7	40,217	20,945	14,128	30,482
Mineral Point.....	522	506	1,028	840	329	365	694	.....	.....	694	503	75	518
Monroe.....	598	647	1,245	554	562	623	1,185	.....	.....	1,186	548	.....	872
Neenah.....	1,085	1,116	2,201	1,009	679	661	1,340	.....	1	1,340	903	90	1,090
New London.....	386	383	769	372	212	227	439	.....	1	440	194	170	321
Oconto.....	1,038	986	2,024	1,409	546	517	1,063	.....	.....	1,063	822	587	727
Onalaska.....	279	302	581	272	236	247	483	.....	1	484	270	.....	356
Oshkosh.....	4,270	4,342	8,612	3,449	2,278	2,388	4,667	.....	3	4,670	2,128	1,302	3,389
Portage.....	883	917	1,800	713	480	491	971	.....	3	974	489	327	737
Prairie du C'n.....	525	554	1,079	424	279	300	579	.....	1	580	300	276	418

Statistical Tables.

Racine	4, 215	4, 376	8, 591	3, 819	2, 290	2, 367	4, 657	8	4, 635	2, 810	953	3, 990
Reedsburg	313	269	582	264	259	269	528	...	528	239	51	412
Rice Lake	442	483	925	583	368	416	784	1	785	416	83	526
Ripon	501	509	1, 010	416	395	371	766	...	766	408	30	593
Sheboygan	4, 243	4, 250	8, 493	3, 612	1, 947	2, 032	3, 979	...	3, 979	2, 272	1, 272	2, 972
Stanley	279	207	486	224	232	197	429	...	430	223	...	311
Stevens Point ..	1, 920	2, 026	3, 946	1, 845	917	842	1, 759	...	1, 759	980	620	1, 357
Sturgeon Bay ..	511	553	1, 064	519	351	359	710	...	710	347	141	503
Superior	3, 321	3, 367	6, 688	3, 002	2, 949	3, 275	6, 224	4	6, 229	2, 705	297	3, 645
Tomahawk	369	409	778	766	274	286	560	...	560	564	...	392
Watertown	1, 932	1, 854	3, 786	1, 808	602	619	1, 221	...	1, 221	1, 263	545	952
Waupaca	384	397	781	464	368	398	766	...	774	464	...	587
Wausau	2, 147	2, 122	4, 269	1, 780	1, 299	1, 246	2, 545	8	2, 545	1, 425	330	2, 070
Whitewater	436	456	892	396	319	340	653	5	664	320	109	524

Statistical Tables.

CITIES UNDER CITY SUPERINTENDENTS, 1897-98.

CITIES.	TEACHERS EMPLOYED.			TEACHERS' SALARIES.		CERTIFICATES GRANTED BY CITY SUPERINTENDENTS.					
	Male.	Female.	Total.	Average to males.	Average to females.	1st Grade.		2nd Grade.		3rd Grade.	
						To males.	To females.	To males.	To females.	To males.	To females.
Totals and averages.	288	2,377	2,665			13	92	21	214	7	465
Antigo.....	3	20	23	\$629	\$306	1	4				
Appleton.....	11	58	69	931	429						
Ashland.....	3	37	40	778	514		3		13		4
Baraboo.....	2	33	35	1,175	430				9		2
Beaver Dam.....	1	19	20	1,750	400	1	3				
Beloit.....	3	41	44	1,033	385						14
Berlin.....	2	19	21	961	380		1		15		
Brodhead.....	2	11	13	645	323	1	10		4		5
Chippewa Falls.....	6	31	37	807	471				5		5
Columbus.....	1	11	12	1,400	388				3		1
De Pere.....	2	6	8	495	465						
Eau Claire.....	12	82	94	892	424	1	4	1	15	1	38
Fond du Lac.....	5	50	55	815	434				28		
Grand Rapids.....	5	8	13	661	382	1				1	6
Green Bay.....	4	69	73	1,187	452						
Hudson.....	2	15	17	1,012	370				2		7
Janesville.....	5	49	54	885	384	1	7		21		5
Kaukauna.....	3	19	22	936	370				3		
Kenosha.....	3	24	27	966	462		1		6	2	4

Statistical Tables.

La Crosse.....	9	111	120	1,344	470	8	10	.....	.....	.....	102	120
Madison.....	59	51	61	1,200	483	3	.....	.....	.....	.....	5	8
Marinette.....	6	46	52	782	440	.....	.....	12	.....	.....	5	17
Menasha.....	3	17	20	900	324	.....	.....	.....	.....	.....	.....	24
Menomonie.....	6	37	43	862	395	3	.....	5	1	15	15	21
Merrill.....	4	28	32	484	380	2	.....	4	.....	.....	.....	.....
Milwaukee.....	86	748	834	1,210	632	.....	.....	.....	.....	.....	.....	.....
Mineral Point.....	4	12	16	815	311	16	.....	.....	.....	.....	1	1
Monroe.....	2	21	23	1,245	300	9	.....	2	.....	.....	.....	11
Neenah.....	1	27	28	1,600	382	.....	.....	.....	.....	25	25	25
New London.....	2	10	12	680	355	.....	.....	.....	1	4	5	5
Oconto.....	7	12	19	627	378	.....	.....	.....	.....	.....	.....	.....
Onalaska.....	1	9	10	950	315	.....	.....	1	.....	3	4	4
Oshkosh.....	14	99	113	932	423	9	2	3	.....	.....	.....	16
Portage.....	1	20	21	1,600	413	.....	.....	2	.....	.....	14	16
Prairie du Chien.....	3	9	12	775	216	1	1	2	.....	.....	5	9
Racine.....	14	92	106	984	406	3	.....	.....	.....	1	1	1
Reedsburg.....	1	10	11	1,350	420	.....	.....	.....	.....	.....	7	7
Rice Lake.....	3	11	14	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ripon.....	2	18	20	950	387	.....	.....	.....	.....	.....	19	25
Sheboygan.....	11	81	92	730	420	2	.....	6	.....	.....	44	49
Stanley.....	1	7	8	900	374	.....	.....	3	.....	.....	.....	.....
Stevens Point.....	4	43	47	912	433	2	.....	.....	.....	.....	.....	.....
Sturgeon Bay.....	3	12	15	633	376	.....	1	.....	.....	2	2	5
Superior.....	10	121	131	934	483	10	4	15	.....	18	18	47
Tonahawk.....	2	12	14	700	390	.....	.....	2	.....	.....	4	6
Watertown.....	2	24	26	1,400	420	1	.....	3	.....	7	7	12
Waupaca.....	1	14	15	1,200	340	1	.....	1	.....	3	3	5
Wausau.....	6	49	55	652	399	3	1	10	1	28	45	45
Whitewater.....	2	16	18	1,000	490	1	1	4	.....	.....	6	6

Statistical Tables.

CITIES UNDER CITY SUPERINTENDENTS—FINANCIAL RECEIPTS, 1897-8.

Cities.	Amount on hand June 30, '98.	From taxes for building and re- pairs.	From taxes for teachers' wages.	From general tax for school purposes.	From tax levied by county board.	From in- come of school fund.	From all other sources.	Total.
Totals.....	\$650,391 67	\$19,958 51	\$9,878 86	\$1,311,280 43	\$330,329 26	\$251,671 90	\$200,750 17	\$2,774,270 80
Antigo.....	\$21,026 70	\$1,000 00	.....	\$13,280 00	\$1,883 90	\$1,569 80	\$10,628 00	\$27,361 70
Appleton.....	11,697 06	4,500 00	.....	40,440 00	6,500 00	5,564 97	31,502 16	106,033 83
Ashland.....	8,994 85	.....	.....	23,272 00	3,933 40	4,193 35	865 00	48,466 81
Baraboo.....	2,425 56	1,000 00	.....	16,132 00	1,834 56	1,693 60	1,158 17	29,813 18
Beaver Dam.....	1,439 53	.....	.....	11,500 00	2,110 42	2,443 68	202 00	19,681 66
Beloit.....	3,997 54	700 00	\$5,000 00	21,400 00	3,054 81	2,508 08	836 55	29,238 97
Berlin.....	1,214 14	2,150 00	.....	800 00	1,580 74	1,313 05	1,380 70	14,803 03
Brodhead.....	11,914 53	.....	.....	5,050 00	577 97	260 00	5,127 25	14,379 36
Chippewa Falls.....	4,354 09	.....	.....	10,300 00	3,700 00	3,884 47	292 06	30,091 06
Columbus.....	6,130 18	.....	.....	5,147 05	749 34	1,009 34	430 50	11,680 32
Depere.....	5,655 16	.....	.....	2,918 32	1,134 57	1,161 47	2,083 49	13,438 03
Eau Claire.....	.....	.....	.....	52,600 00	7,406 41	7,782 11	11,942 89	85,286 57
Fond du Lac.....	689 52	.....	.....	27,000 00	5,586 64	7,104 14	2,916 94	42,607 72
Grand Rapids.....	.....	.....	.....	5,500 00	.....	477 68	287 21	6,964 41
Green Bay.....	2,123 61	.....	.....	33,165 31	7,418 78	7,074 06	15,520 00	63,178 15
Hudson.....	1,359 69	.....	.....	6,928 25	1,194 46	1,249 75	217 00	11,613 07
Janesville.....	18,055 54	.....	.....	23,000 00	5,064 44	5,192 83	3,192 80	37,799 76
Kaukauna.....	15,966 74	.....	.....	8,740 79	3,966 67	2,683 42	2,922 35	36,368 77
Kenosha.....	35,133 26	.....	.....	17,095 00	3,300 00	2,975 95	2,666 72	42,004 41
La Crosse.....	1,852 46	.....	.....	63,000 00	11,787 29	12,998 09	832 26	123,750 90
Madison.....	1,437 23	.....	.....	32,257 75	5,780 00	4,525 62	3,694 17	47,610 00
Marinette.....	8,065 27	.....	.....	20,000 00	5,930 05	6,528 53	852 54	34,749 35
Menasha.....	.....	.....	.....	4,000 00	2,479 35	2,226 58	58 25	17,829 45

Statistical Tables.

Menomoneie.....	13, 029 97	3, 893 00	353 32	15, 800 00	2, 505 21	2, 649 00	57, 969 11	96, 199 61
Merrill.....	.....	.....	.....	10, 000 00	4, 500 00	3, 466 94	200 48	18, 167 42
Milwaukee.....	309, 689 87	.....	.....	500, 000 00	105, 911 00	84, 271 80	10, 329 01	1, 010, 201 68
Mineral Point.....	863 09	.....	.....	5, 000 00	1, 315 11	9, 115 11	607 90	9, 101 21
Monroe.....	346 10	.....	.....	15, 511 67	1, 363 69	1, 396 16	5, 349 53	23, 967 14
Neeah.....	11, 931 19	.....	.....	12, 663 82	2, 770 36	1, 992 18	904 76	30, 262 31
New London.....	1, 702 43	.....	.....	4, 134 15	2, 719 53	261 78	586 92	7, 408 81
Oconto.....	933 14	3, 215 51	4, 525 54	2, 620 04	2, 262 77	1, 930 00	.....	15, 487 00
Onalaska.....	2, 080 37	.....	.....	3, 200 00	709 40	774 73	165 40	6, 929 90
Oshkosh.....	256 13	.....	.....	2, 271 39	59, 502 85	12, 040 75	298 17	74, 369 29
Portage.....	.....	.....	.....	10, 000 00	2, 109 42	.....	2, 073 73	14, 183 15
Prairie du Chien.....	.....	.....	.....	3, 228 00	1, 333 06	996 55	1, 626 88	7, 184 49
Racine.....	19, 873 99	.....	.....	36, 435 80	20, 000 00	9, 780 05	1, 288 03	87, 377 87
Reedsburg.....	2, 613 65	.....	.....	6, 591 69	818 95	1, 050 83	5, 293 92	10, 307 35
Rice Lake.....	4, 060 87	.....	.....	12, 741 82	1, 067 61	1, 271 53	360 32	13, 352 02
Ripon.....	767 07	.....	.....	48, 698 41	1, 322 86	1, 252 34	7, 569 78	23, 653 87
Sheboygan.....	23, 962 57	.....	.....	5, 000 00	9, 152 88	9, 612 93	1, 697 57	93, 124 36
Stanley.....	.....	.....	.....	22, 600 00	860 00	616 60	462 10	6, 938 70
Stevens Point.....	5, 269 91	.....	.....	6, 000 00	4, 264 04	4, 519 08	390 34	37, 043 37
Sturgeon Bay.....	424 03	.....	.....	87, 500 00	1, 264 93	1, 602 71	38 38	9, 330 05
Superior.....	81, 347 49	.....	.....	7, 564 76	6, 465 42	7, 178 54	1, 885 26	184, 376 71
Tomahawk.....	2, 731 69	.....	.....	11, 147 86	.....	663 75	.....	10, 960 20
Watertown.....	2, 657 43	.....	.....	7, 048 40	5, 372 17	8, 749 45	.....	28, 436 30
Waupaca.....	.....	3, 500 00	.....	20, 000 00	945 48	957 53	509 39	13, 334 62
Wausau.....	.....	.....	.....	11, 672 15	4, 856 11	6, 611 94	260 57	31, 728 62
Whitewater.....	1, 808 02	.....	.....	.....	1, 961 62	262 00	390 45	16, 034 24

Statistical Tables.

CITIES—FINANCIAL DISBURSEMENTS, 1897-98.

Cities— Under city superintendents.	For build- ing and repairing.	For ap- paratus and library.	For wages of male teachers.	For wages of female teachers.	For old indebted- ness.	For all other purposes.	Total.	Balance on hand June 30, 1898.	Deficit.
Totals	\$188,073 54	\$19,417 27	\$285,968 59	\$1,136,191 02	\$80,870 67	\$408,222 65	\$2,118,763 74	\$667,711 26	\$12,201 20
Antigo.....	\$6,804 01	\$66 25	\$1,887 50	\$7,102 60	.....	\$9,779 14	\$25,639 50	\$1,722 20	.....
Appleton.....	24,298 81	802 50	10,249 85	22,965 20	\$27,931 49	12,745 35	98,993 20	7,040 63	.....
Ashland.....	4,933 45	97 14	3,985 00	19,035 67	.....	10,916 98	38,938 24	9,498 57	.....
Baraboo.....	754 11	308 26	2,350 00	13,974 74	.....	4,056 70	21,443 81	8,369 37	.....
Beaver Dam.....	.....	25 00	1,250 00	7,250 00	2,500 00	4,043 82	15,068 82	4,612 84	.....
Beloit.....	150 00	200 00	3,162 50	15,520 58	2,400 00	4,802 30	26,235 38	3,003 59	.....
Berlin.....	761 45	498 36	1,922 50	6,728 75	.....	2,028 48	11,939 54	2,863 49	.....
Brodhead.....	3,633 49	129 43	1,290 02	3,554 25	277 85	5,820 88	14,705 92	.....	\$326 56
Chipp'wa F.....	3,662 29	183 85	3,230 00	13,918 50	.....	4,189 57	22,184 21	7,906 85	.....
Columbus.....	152 60	120 00	1,400 00	4,070 00	.....	1,389 59	7,132 19	4,558 13	.....
Depere.....	277 39	65 05	990 00	2,785 05	.....	888 58	5,006 07	8,431 96	.....
Eau Claire.....	23,726 82	.....	10,705 48	34,593 66	3,120 00	13,629 22	85,775 18	.....	488 61
Fond du Lac.....	2,831 71	1,114 90	4,575 00	23,265 93	3,294 66	7,249 47	42,331 67	276 05	1,352 72
Grand R'p'ds.....	2,513 30	163 94	3,305 00	2,655 00	.....	1,712 09	8,317 13	.....	.....
Hudson Bay.....	375 00	25 00	2,025 00	30,756 41	1,000 69	22,062 04	61,246 38	1,931 77	.....
Janesville.....	2,779 86	654 71	4,420 00	19,223 62	.....	1,146 59	9,295 59	2,317 48	.....
Kaukauna.....	14,732 01	386 86	2,985 00	6,395 10	5,578 49	10,514 63	37,582 22	207 54	.....
Kenosha.....	4,813 81	277 76	2,900 00	11,154 15	2,000 00	5,495 39	36,338 03	30 74	.....
La Crosse.....	2,112 78	646 56	11,430 00	54,865 63	.....	19,958 53	89,013 50	15,363 30	.....
Madison.....	1,530 50	74 68	4,600 00	28,450 00	.....	9,590 79	44,245 97	34,737 40	.....
Marinette.....	243 69	1,410 80	4,940 00	20,290 03	.....	6,564 38	33,448 90	3,364 03	.....
Menasha.....	806 92	127 41	1,830 00	6,770 00	.....	2,025 79	11,560 12	6,269 33	.....
Menomonie.....	56,532 37	824 12	5,100 00	14,678 84	.....	9,981 56	87,116 89	9,062 72	.....

Statistical Tables.

Merrill	862 14	3,661 81	102,876 00	5 00	12,184 35	2,801 58	17,783 07	384 35	.....
Milwaukee	.....	287 67	2,515 00	102,876 00	443,527 75	106,739 05	656,804 61	353,397 07	.....
Mineral Pt.	123 51	.....	2,515 00	2,515 00	3,734 96	1,767 79	8,428 93	672 28	.....
Monroe	556 01	.....	2,350 00	2,350 00	7,217 87	5,180 10	23,970 65	.....	3 51
Neenah	863 97	136 08	1,600 00	1,600 00	10,467 50	3,544 16	16,611 71	13,650 60	.....
New London	.....	.....	1,360 00	1,360 00	3,453 00	1,098 52	5,911 52	1,497 29	.....
Oconto	.....	.....	4,710 00	4,710 00	4,150 00	1,695 91	13,771 42	1,715 58	.....
Onalaska	8 40	191 85	950 00	950 00	2,835 00	708 01	4,693 26	2,236 64	.....
Oshkosh	2,271 39	969 45	14,010 00	14,010 00	44,220 01	11,561 88	73,022 73	1,346 56	.....
Portage	1,208 92	337 02	1,600 00	1,600 00	8,275 00	3,155 04	17,466 98	.....	3,283 83
Prairie du Ch	38 46	20 00	1,900 00	1,900 00	2,900 00	1,384 92	6,805 29	.....	.....
Racine	3,448 27	97 10	13,780 00	13,780 00	37,307 50	15,473 53	70,106 40	17,271 47	.....
Reedsburg	136 52	245 92	1,350 00	1,350 00	4,387 50	967 90	7,087 84	3,219 51	.....
Rice Lake	3,350 19	159 79	1,999 99	1,999 99	4,185 00	2,416 06	12,111 03	1,240 99	.....
Ripon	165 87	46 36	1,900 00	1,900 00	7,252 75	10,484 88	22,099 86	1,554 01	.....
Sheboygan	2,451 65	1,049 67	8,275 00	8,275 00	34,032 08	13,888 52	61,168 12	31,956 24	.....
Stanley	.....	36 07	900 00	900 00	2,450 00	1,184 84	6,762 47	176 23	.....
Stevens Pt.	4,496 00	265 00	3,645 00	3,645 00	17,922 63	5,821 87	32,050 50	4,982 87	.....
Sturgeon B'y	163 95	34 06	1,900 00	1,900 00	4,512 50	1,508 23	8,118 74	1,211 31	.....
Superior	9,011 29	2,527 60	9,339 75	9,339 75	58,454 12	22,180 85	101,513 52	82,863 19	.....
Tomahawk	401 70	294 12	1,405 00	1,405 00	4,680 00	2,366 39	9,137 30	1,822 90	.....
Watertown	792 89	125 93	2,800 00	2,800 00	10,071 75	3,093 76	16,884 33	11,551 97	.....
Waupaca	337 39	200 00	1,200 00	1,200 00	5,323 00	1,771 55	14,142 69	.....	808 07
Wausau	1,097 52	91 10	4,405 00	4,405 00	19,689 14	8,174 87	37,666 52	.....	5,937 90
Whitewater	345 59	329 08	2,000 00	2,000 00	7,330 00	2,400 00	14,404 68	1,679 56	.....

Statistical Tables.

TEACHERS' INSTITUTES, 1897-98.

COUNTIES.	NUMBER ATTENDING.			Days of institute.	Average daily attendance.	Average number of months taught.	NUMBER HAVING ATTENDED.			
	Males.	Females	Total.				College.	Normal school.	High school	Common school only.
Totals..	1,705	6,400	8,105	384½	6,404	.....	373	1,544	4,297	1,369
Adams	9	61	70	5	67	24	.....	8	25	36
Ashland	9	65	74	3	68	33	.....	30	21	7
Barron	34	80	114	5	97	24	.....	18	78	15
Bayfield	14	45	59	5	55	32	.....	17	29	3
Brown	16	57	73	5	60	34	.....	21	38	11
Green Bay	21	107	128	2	106	59	.....	38	68	1
Buffalo	16	56	72	10	49	29	.....	10	50	7
Burnett	8	33	41	10	31	14	.....	8	12	21
Calumet	40	94	134	10	122	31	.....	64	62	5
Chippewa	24	144	168	5	153	24	.....	12	118	35
Clark	13	39	52	5	45	38	.....	7	28	13
Columbia	22	118	140	10	122	25	.....	23	71	19
Crawford	24	108	132	5	116	15	.....	10	88	19
P'd Ch'n	20	61	81	2	70	34	.....	4	57	9
Dane 1st dis.	22	46	68	3	52	30	.....	13	50	.....
Dane 2d dis.	21	50	71	3	45	33	.....	6	51	7
Dodge	50	136	186	5	171	37	.....	29	118	22
Door	38	73	111	5	100	32	.....	15	38	57
Douglas	15	57	72	5	60	32	.....	7	27	2
Dunn	27	116	143	5	128	37	.....	23	31	85
Eau Claire	18	161	179	10	161	19	.....	25	137	10

Statistical Tables.

	9	22	31	2	28	20	2	7	22	22	
Florence....	9	22	31	2	28	20	2	7	22	22	17
Fond du Lac	32	193	225	3	208	33	5	78	125	125	18
Grant	17	155	172	5	124	43	4	51	99	99	19
Green	22	69	91	5	67	32	2	6	64	64	62
Green Lake	19	116	87	5	85	25	1	13	18	18	5
Iowa	7	116	123	5	75	27	3	13	102	102	5
Iron	36	183	219	3	185	20	3	14	78	78	18
Jackson	18	95	113	10	97	26	5	29	76	76	5
Jefferson	21	97	118	2	116	28	1	17	114	114	2
Juneau	20	102	122	5	70	17	4	21	45	45	12
Kenosha	14	89	83	5	63	26	...	21	24	24	10
Kewaunee	41	34	75	5	62	31	5	12	54	54	1
La Crosse	11	69	80	10	134	19	14	45	90	90	19
Lafayette	21	147	168	5	54	17	1	6	51	51	3
Langlade	15	46	61	5	67	21	...	6	56	56	16
Lincoln	10	68	78	5	...	...	...	...	...	...	...
Tom h'wk.	6	34	40	2	...	...	...	...	...	...	...
Manitowoc	66	76	142	5	94	44	4	34	55	55	31
Marathon	10	37	47	5	42	22	...	7	19	19	21
Marinette	9	61	70	2	65	24	...	31	36	36	1
Mar. City	18	127	145	2	133	45	22	46	61	61	...
Marquette	14	53	67	5	60	17	2	6	48	48	11
Milwaukee	38	78	116	2	107	47	16	53	34	34	13
Monroe	7	69	75	5	56	21	2	8	53	53	13
Oconto	19	53	72	5	55	27	1	7	38	38	26
Oneida and Forest	3	26	29	5	25	33	1	4	24	24	...
Outagamie	22	122	144	5	103	31	12	23	96	96	13
Ozaukee	42	35	77	5	51	37	3	41	18	18	14
Pepin	15	51	66	5	56	29	3	11	30	30	20
Pierce	46	116	162	5	126	29	4	43	63	63	52
Polk	14	87	101	10	68	29	7	15	40	40	39
Portage	14	66	80	5	67	19	2	33	15	15	5
Price	8	29	37	5	30	26	5	5	22	22	2
Racine	9	110	119	2	150	...	4	23	74	74	2
Richland	59	166	225	5	187	30	5	11	129	129	78

Statistical Tables.

TEACHERS' INSTITUTES, 1897-98.—Continued.

COUNTIES.	NUMBER ATTENDING.			Days of institute.	Average daily attendance.	Average number of months taught.	NUMBER HAVING ATTENDED.			
	Males.	Females	Total.				College.	Normal school.	High school.	Common school only.
Rock 1st dis.	10	50	60	5	44	18	7	6	39	5
Rock 2d dis.	14	72	86	5	70	34	18	19	48	1
St. Croix ..	29	121	150	10	106	23	2	61	56	25
Sauk	10	39	49	5	40	40	.....	2	47	.....
Sawyer	5	28	33	3	25	31	1	8	25	.....
Shawano.. {	9	31	40	5	35	21	.....	3	29	8
Sheboygan.. {	15	60	75	5	63	21	.....	3	54	18
Sh'b'gan Ct.	39	86	125	2	103	34	4	21	86	14
Taylor	17	91	108	2	106	49	12	45	44	1
Trempealeau	13	42	55	5	45	30	3	6	25	20
Vernon .. {	22	54	76	5	55	24	1	11	30	24
Walworth .. {	34	155	189	6	137	26	6	9	111	63
Washington.	53	151	204	4½	163	21	2	8	117	71
Waukesha {	17	87	104	5	64	38	4	26	66	7
Waupaca .. {	9	41	50	4	41	33	1	8	37	4
Waushara .. {	56	82	138	2	116	30	2	34	92	8
Winnebago.. {	35	67	102	2	93	38	17	31	82	12
Wood	22	118	140	2	131	33	13	23	63	5
	50	154	204	15	181	22	8	22	115	59
	26	78	104	5	101	34	2	9	30	63
	16	83	99	4	74	19	6	43	51	.....
	11	74	85	5	74	24	.....	12	70	2

Statistical Tables.

TEACHERS' INSTITUTES HELD UNDER THE PROVISIONS OF CHAPTER 331, LAWS OF 1895—AND LAWS AMENDATORY THERETO.

County.	No. of such institutes held.	Names of conductors.	Total No. of days institute.	Total attendance.	Average daily attendance.	No. of evening lectures.	Names of lecturers.
Totals	469		10,508	5,083	103		
Adams	1	M. H. Jackson, W. H. Smith.	5	74	71	1	M. H. Jackson.
Ashtabula	1	S. Y. Gillan, G. W. Walker.	3	.....	.....	2	S. Y. Gillan, E. W. Walker.
Barron	4	E. W. Walker, W. J. Brier, N. A. Harvey, Julius Leidenberg.	6	239	53	4	E. W. Walker, N. A. Harvey, W. J. Brier, Julius Leidenberg.
Brown	1	W. H. Cheever, F. M. Jack.	2	91	80	2	W. C. Hewitt.
Buffalo	1	J. F. Sims, Carrie J. Smith, D. E. Cameron.	10	72	49	1	J. F. Sims.
Burnett	1	W. H. Walker, Miss Geary.	10	41	30	1	E. W. Walker.
Calumet	1	W. H. Luch, F. A. Thayer.	10	134	120	1	R. E. Minahan.
Chippewa	5	A. H. Sage, J. Leidenberg, G. L. Bowman, E. W. Walker, D. E. Cameron, J. F. Foster.	10	.....	.....	.....	.....
Clark	5	H. E. Bolton, E. R. Bold, J. W. Livingston, W. J. Brier, J. H. Hagaman.	9	490	54	4	A. H. Sage, G. L. Bowman, E. W. Walker, L. D. Harvey.
Columbia	3	C. W. Smith, M. H. Jackson, R. E. Loveland, W. H. Cheever.	19	322	65	2	T. B. Pray, J. W. Stearns.
Crawford	4	C. E. Patzer, E. C. Perisho, E. Churchill, J. A. Pratt, W. R. Gray, A. E. Brainerd.	14	215	65	2	J. Q. Emery, W. H. Cheever.
Dane—1st dist.	4	A. J. Hutton, W. H. Cheever, A. Hardy, G. C. Shuttles, W. J. Galbraith.	12	377	380	4	Duncan McGregor, E. C. Perisho, W. H. Cheever.
2nd dist.	2	W. H. Cheever, A. Hardy, F. W. Melanest, A. E. West.	8	170	153	3	A. J. Hutton, W. H. Cheever, G. C. Shuttles.
Dodge	5	Rose C. Swart, W. H. Cheever, W. C. Hewitt, A. H. Sage, A. J. Hutton, L. D. Harvey, W. J. Galbraith, Miss H. C. McGee.	5	143	51	2	F. W. Melanest, M. V. O'Shea.
Door	2	S. Y. Gillan, E. E. Beckwith, W. H. Cheever, W. L. Damkoehler.	10	389	74	5	H. L. Terry, Dr. Coulter, — Small, J. C. Freeman.
Douglas	1	N. A. Harvey, E. W. Walker.	4	124	107	1	S. Y. Gillan.
Dunn	4	W. J. Brier, W. H. Smith.	5	59	46	.....	.....
Eau Claire	1	Elizabeth Allen, Mae E. Schreiber.	5	129	75	.....	.....
Florence	1	W. H. Cheever, J. Q. Emery.	10	102	91	1	W. H. Smith.
			2	31	28	1	W. H. Cheever.

Statistical Tables.

TEACHERS' INSTITUTES HELD UNDER THE PROVISIONS OF CHAPTER 331, LAWS OF 1895 — AND LAWS AMENDATORY THEREOF. — Continued.

County.	No. of such institutes held.	Names of conductors.	Total No. of days institute.	Total attendance.	Average daily attendance.	No. of evening lectures.	Names of lecturers.
Fond du Lac	2	W. H. Cheever, W. C. Hewitt, Grace D. Madden	3	142	65	1	L. D. Harvey.
Forest	1	W. C. Hewitt	3	10	9	1	W. C. Hewitt.
Grant	1	A. Hardy, A. J. Hutton, O. J. Schuster, G. W. Gehrand	4	85	74	2	A. J. Hutton, A. J. Schuster.
Green	2	A. Hardy, D. J. Churchill, E. W. Cairns, H. C. Buell	9	159	61	2	
Green Lake	2	W. H. Cheever, A. H. Sage, J. W. Livingston, W. C. Hewitt	4	150	75	2	
Iowa	3	O. J. Schuster, E. C. Perisho, A. Hardy, A. R. Jolly	6	215	35	3	O. J. Schuster, E. C. Perisho, A. Hardy.
Jackson	2	J. W. Livingston, Mary D. Bradford, F. E. Doty	12	99	95	.....
Jefferson	2	W. H. Cheever, Kate C. Mavity, A. W. Weber, Frank Hendry	21	140	60	2	W. H. Cheever, A. J. Hutton.
Juneau	1	W. J. Brier, C. E. Patzer, W. C. Hewitt	5	122	116	.....	A. J. Hutton.
Kenosha	2	A. J. Hutton, J. A. Bush, W. C. Hewitt	7	146	131	1	
Kewaunee	2	W. C. Hewitt, A. H. Sage, M. McMahon	3	70	63	3	
La Crosse	1	W. S. Watson, C. E. Slothower, C. E. Lamb	5	75	60	1	W. S. Watson.
Lincoln	1	Mortz Mortensen, J. C. McDowell	5	87	60	.....
Manitowoc	3	W. C. Hewitt, Rose C. Swart, H. McGee, A. J. Hutton	8	315	100	2	A. Salisbury, H. J. Evans.
Marathon	2	J. F. Sims, Karl Mathie, W. L. Morrison, Mrs. M. D. Bradford	15	167	144	.....	E. W. Walker.
Marquette	2	A. H. Sanford, E. W. Walker	3	65	65	1	
Milwaukee	1	W. H. Cheever, J. W. Livingston	2	119	107	.....
Monroe	10	F. E. Doty, C. R. Thompson, E. N. Cassels	11	160	62	1	E. B. Swift.
Oconto	1	W. C. Hewitt, A. H. Sage	2	53	82	1	A. H. Sage.
Okeida	1	F. S. Hyer	2	22	13	.....
Outagamie	2	S. Y. Gillan, W. H. Smith, W. H. Cheever, B. Bigsby	3	227	187	2	W. H. Smith, B. Bigsby.
Ozaukee	3	C. E. Patzer, W. C. Hewitt, W. H. Cheever, W. F. Sell	4	88	58	2	W. C. Hewitt, W. H. Cheever.
Pepin	1	W. J. Brier	2	14	14	.....

Statistical Tables.

Pierce	2	W. J. Brier, J. F. Sims, J. N. Foster, E. W. Walker	100 101	75 65	1	J. F. Shaw, Rev. Short. W. D. Parker.
Polk	2	W. J. Brier, W. W. Jones, J. E. Hale	12	65	1	W. C. Hewitt.
Portage	3	W. C. Hewitt, J. W. Livingston, A. H. Sage	5	53	1	E. W. Walker.
Price	1	E. W. Walker, Grace Cheever	10	23	2	J. W. Stearns, W. H. Cheever.
Reine	2	W. C. Hewitt, W. H. Cheever, —Turner	30	230		
Richland	15	A. E. Brainerd, K. L. Hatch, R. H. Burns, D. O. Kinsman, O. M. King	4			
Rock { 1 dis. 2 dis.	4	W. H. Cheever, F. M. Jack, A. J. Hutton, H. A. Adrian, H. F. Kling, H. C. Buell	15	75		
	4	G. C. Shuttis, H. C. Buell, Cornelia Rogers	8	40	3	A. J. Hutton.
St. Croix	1	J. W. T. Ames, John Callahan, G. W. Swartz, Carrie J. Smith	5	86	1	A. Salisbury.
Sauk	2	G. C. Shuttis, W. J. Galsbrauth, A. J. Hutton, W. H. Schulz	10	151	1	
Sawyer	1	E. W. Walker	10	133	3	R. D. Salisbury, J. W. Stearns, A. J. Hutton.
Shawano	2	W. H. Cheever, A. H. Sage, W. C. Hewitt	3	28		
Sheboygan	1	O. Gaffron, W. C. Hewitt, J. E. Riordan	2	96	4	A. H. Sage, W. C. Hewitt, W. H. Cheever
Taylor	1	Miss Faddis, J. B. Borden	10	155	2	S. Y. Gillan, J. C. Freeman.
Tempeale	2	W. J. Brier, J. F. Sims, Alice Shultes	2	28		
Vernon	6	A. J. Hutton, Kate Mavry, J. W. Liv- ingston, A. F. Edmeston, Amanda Kid- der, E. C. Perkins, W. W. Williams	4	125	2	W. J. Brier, G. J. Jones.
Walworth	3	Kate C. Mavry, G. C. Shuttis, A. J. Hutton, Cornelia Rogers, H. C. Buell	19	561	5	A. J. Hutton, J. W. Livingston.
Washburn	1	D. McGregor, A. A. Upham	8	180	1	A. J. Hutton.
Washington	3	E. W. Walker, John N. Foster	3	47	1	E. W. Walker.
Waukesha	3	W. H. Cheever, W. C. Hewitt, J. E. Ri- ordan	4	243	2	W. H. Cheever, W. C. Hewitt.
Waupaca	1	A. J. Hutton, W. H. Cheever, W. C. Hewitt, Mrs. G. Madden	5		2	A. J. Hutton, W. H. Cheever.
Wausara	5	Taylor Frye, W. H. Hickok, E. C. Cur- tis, Mary Ashmun, G. F. Bornham	15	150	1	L. E. Gettle.
Winnebago	4	W. C. Hewitt, J. W. Livingston, F. W. Met-nest	6	255	2	W. C. Hewitt, F. W. Meinest.
Wood	7	W. C. Hewitt, A. H. Sage, I. N. Mitchell T. B. Pray, Mrs. M. D. Bradford, J. W. Livingston, A. H. Sanford, W. C. Hewitt	6	140	3	
			13	254		

Statistical Tables.

FREE HIGH SCHOOLS HAVING THREE YEARS' COURSES, 1897-8.

Location.	Principal.	Legal qualification of principal.	Salary of the principal	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			
				Male.	Fem.	Pupils under 20 years of age.		Pupils over 20.	
						Male.	Fem. Total.		
Totals.				59	14	962	1,226 2,188	49	
Albany	C. G. Babcock	Cortland, N. Y., S. Dip.	\$700 00	1	1	11	17	28	
Alma	J. H. Bille	River Falls N. S. Dip.	1,000 00	1		28	25	53	
Almond	E. W. Wheelan	Oshkosh N. S. Dip.	187 50	1		17	9	26	
Amherst	H. S. Perry	Stevens Point N. S. Dip.	675 00	1		11	13	24	
Avoca	V. L. Rehm	Univ. of Wis. Dip.	450 00	1		15	11	26	
Barron	T. H. Lage	Milwaukee N. S. Dip.	1,350 00	2		32	40	72	1
Belleville	W. J. Hocking	Univ. of Wis. Dip.	750 00	1		19	20	39	
Bloomer	E. C. Roberts	Platteville N. S. Dip.	900 00	1		20	33	53	1
Brillion	C. F. Youmans	Oshkosh N. S. Dip.	765 00	1		16	15	31	
Cadott	Elsie O. Ewing	Platteville N. S. Dip.	630 00		1	11	13	24	1
Cambridge	John Hooker	Milwaukee N. S. Dip.	700 00		1	23	26	49	
Cedarburg	Charles Lau	Unlimited State Cert.	1,000 00	1		17	11	28	
Chetek	W. N. Mackin	River Falls N. S. Dip.	585 00	1		14	28	42	
Cobb	W. R. Peters	Platteville N. S. Dip.	540 00	1		13	14	27	2
Colby	F. M. Jackson	Univ. of Wis. Dip.	850 00	1		25	35	60	5
Cuba City	R. M. Orchard	Platteville N. S. Dip.	540 00	1		10	14	24	
Fairchild	E. M. Beeman	Univ. of Wis. Dip.	1,000 00	1		15	13	28	2
Friendship	L. C. Russell	Marietta Coll. Dip.	540 00	1		13	19	32	
Glenbeulah	F. J. Curtiss	Oshkosh N. S. Dip.	630 00	1		28	18	47	1
Glenwood	John Callahan	Unlimited State Cert.	1,050 00	1		18	23	41	2
Greenwood	B. O. Dodge	Limited State Cert.	675 00	1	1	22	47	69	

Statistical Tables.

Hazel Green.....	W. R. Graves.....	Univ. of Wis. Dip.....	675 00'	1.....	17	20	37	1
Hillsboro.....	A. F. Elmegreen.....	Unlimited State Cert.....	750 00	1.....	12	16	28	2
Humbird.....	W. F. Lusk.....	River Falls N. S. Dip.....	540 00	1.....	10	15	25	2
Kiel.....	G. M. Morrissey.....	Unlimited State Cert.....	800 00	2.....	19	17	36	1
Linden.....	J. H. Cox.....	Platteville N. S. Dip.....	585 00	1.....	9	9	18	.....
Lone Rock.....	Edgar Ewers.....	Limited State Cert.....	585 00	1.....	10	15	25	.....
Loyal.....	A. C. Finn.....	Univ. of Wis. Dip.....	540 00	1.....	12	15	27	4
Manawa.....	C. B. Stanley.....	Unlimited State Cert.....	675 00	1.....	31	29	60	.....
Merrilan.....	B. F. Budworth.....	Platteville N. S. Dip.....	765 00	1.....	20	23	43	1
Middleton.....	T. T. Blakely.....	Univ. of Wis. Dip.....	700 00	1.....	19	14	33	1
Montello.....	A. G. Hough.....	Univ. of Wis. Dip.....	700 00	1.....	8	25	33	1
Mount Hope.....	C. W. Tidd.....	Whitewater N. S. Dip.....	600 00	1.....	13	15	28	1
Muscoda.....	A. W. Kopp.....	Platteville N. S. Dip.....	700 00	2.....	22	28	50	6
Oakfield.....	A. M. Olson.....	Oshkosh N. S. Dip.....	1,000 00	1.....	18	32	50	.....
Oakwood.....	A. H. Cole.....	Oshkosh N. S. Dip.....	630 00	1.....	13	5	18	.....
Pepin.....	F. B. Webster.....	River Falls N. S. Dip.....	675 00	1.....	16	28	44	.....
Peshigo.....	J. M. Bold.....	Univ. of Wis. Dip.....	900 00	2.....	14	32	46	1
Platteville.....	C. W. Macomber.....	Special Certificate.....	1,200 00	1.....	13	23	36	.....
Pt. Washington.....	T. J. Jones.....	Platteville N. S. Dip.....	900 00	1.....	17	8	25	.....
Potosi.....	B. L. Bohn.....	Unlimited State Cert.....	540 00	1.....	12	20	32	.....
Reeseville.....	M. E. Terry.....	Unlimited State Cert.....	675 00	1.....	14	16	30	.....
Rosendale.....	Alice M. Tetherly.....	Framingham, Mass N. S. D.....	630 00	.....	20	30	40	.....
St. Croix Falls.....	J. G. Burridge.....	Mich. N. S. Dip.....	720 00	1.....	9	26	35	.....
Sextonville.....	K. L. Hatch.....	Platteville N. S. Dip.....	560 00	1.....	27	29	56	7
Shell Lake.....	J. N. Foster.....	Unlimited State Cert.....	1,200 00	1.....	22	37	59	.....
So. Milwaukee.....	J. E. Roets.....	Limited State Cert.....	1,100 00	1.....	19	29	48	.....
Stanley.....	T. W. Davies.....	Oshkosh N. S. Dip.....	900 00	1.....	24	14	38	1
Stockbridge.....	A. H. Haberkorn.....	Oshkosh N. S. Dip.....	510 00	1.....	16	15	31	.....
Trempealeau.....	O. M. Rogers.....	Platteville N. S. Dip.....	720 00	1.....	14	33	47	.....
Unity.....	G. A. Jones.....	River Falls N. S. Dip.....	510 00	1.....	12	15	27	.....
Viola.....	R. H. Burns.....	Platteville N. S. Dip.....	720 00	1.....	20	32	52	4
Waldo.....	J. W. Steenis.....	Oshkosh N. S. Dip.....	607 50	1.....	29	31	60	.....
Westford.....	E. A. Ketcham.....	Unlimited State Cert.....	720 00	1.....	8	33	41	.....
Wilton.....	C. R. Thomson.....	Milwaukee N. S. Dip.....	765 00	1.....	16	21	37	1
Winnebago.....	G. E. Frye.....	River Falls N. S. Dip.....	810 00	1.....	16	24	40	.....
Wittenberg.....	P. F. Dolan.....	Platteville N. S. Dip.....	630 00	1.....	12	18	30	.....

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEARS' COURSES, 1897-8.

LOCATION.	Principal.	Legal qualifications of principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			
						Pupils under 20 years of age.		Pupils over 20.	
				Male.	Fem.	Male.	Fem.		
Totals.....				220	272	5,866	7,827	13,693	286
Algoma.....	E. M. Phillips.....	Oshkosh N. S. Dip.....	\$1,100 00	1	1	26	23	49	1
Antigo.....	C. O. Marsh.....	Univ. of Wis. Dip.....	1,100 00	2	1	51	68	119	1
Appleton—2d.....	R. W. Pringle.....	Harvard College Dip.....	1,600 00	5	4	80	66	146	4
Appleton—3d.....	W. F. Winsey.....	Whitewater N. S. Dip.....	1,300 00	3	3	41	26	67	.....
Arcadia.....	G. O. Banting.....	Unlimited State Cert.....	945 00	1	1	25	37	62	6
Argyle.....	R. H. Mueller.....	Univ. of Wis. Dip.....	810 00	1	1	18	22	40	1
Ashland.....	J. G. Hooper.....	Univ. of Wis. Dip.....	1,100 00	2	3	47	89	136	2
Augusta.....	L. W. Wood.....	Unlimited State Cert.....	1,200 00	1	6	34	37	71	9
Bangor.....	M. O. Hill.....	Stevens Point N. S. Dip..	800 00	1	1	16	23	39	.....
Baraboo.....	J. E. NeCollins.....	Univ. of Wis. Dip.....	1,300 00	2	5	102	131	233	.....
Bayfield.....	A. W. McCulloch.....	Nebraska St. Cert. Ctsgd	1,172 62	1	2	12	20	32	.....
Beaver Dam.....	H. B. Hubbell.....	Dartmouth Col. Dip.....	1,750 00	1	3	47	57	104	3
Beloit.....	F. E. Converse.....	Univ. of Mich. Dip.....	1,500 00	3	4	71	155	226	.....
Berlin.....	F. A. Lowell.....	Univ. of Wis. Dip.....	1,400 00	2	2	54	74	128	4
Biramwood.....	M. P. Cady.....	Unlimited State Cert.....	675 00	1	1	13	19	32	.....
Black Earth.....	J. D. Rouse.....	Unlimited State Cert.....	700 00	1	1	15	21	36	.....
Black Riv. Falls.....	J. H. Dorse.....	Whitewater N. S. Dip.....	1,550 00	1	3	41	63	104	7
Bloomington.....	W. H. Pearson.....	Platteville N. S. Dip.....	675 00	1	1	22	34	56	.....
Boscobel.....	G. W. Gehrand.....	Whitewater N. S. Dip....	1,200 00	1	2	36	47	83	3

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEARS' COURSES, 1887-8. — Continued.

LOCATION.	Principal.	Legal qualifications of principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			
				Male.	Fem.	Pupils under 20 years of age.		Pup's over 20.	
						Male.	Fem. Total.		
Horicon.....	E. T. Johnson.....	Univ. of Wis. Dip.....	\$1,100 00	1	1	32	30	62	5
Hudson.....	S. B. Tobey.....	Mich. State Cert. Ctsgd.	1,350 00	1	3	62	70	132	.....
Hurley.....	J. C. Bridgman.....	Oshkosh N. S. Dip.....	1,200 00	3	1	18	26	44	.....
Janesville.....	D. D. Mayne.....	Platteville N. S. Dip.....	1,800 00	5	6	155	245	400	1
Jefferson.....	W. J. Hammill.....	Univ. of Mich. Dip.....	1,200 00	1	2	25	37	62	.....
Juneau.....	A. P. West.....	Whitewater N. S. Dip.....	900 00	1	1	15	22	37	1
Kaukauna.....	I. M. Allen.....	Lawrence Univ. Dip.....	1,100 00	2	2	55	52	107	2
Kenosha.....	E. C. Wiswall.....	Univ. of Wis. Dip.....	1,500 00	2	3	56	124	180	.....
Kewaunee.....	M. McMahon.....	Unlimited State Cert.....	1,200 00	1	2	52	26	78	.....
Lake Geneva.....	A. F. Bartlett.....	Oberlin Col. Dip.....	1,600 00	1	2	20	38	58	.....
Lake Mills.....	A. B. West.....	Whitewater N. S. Dip.....	1,200 00	1	2	29	44	73	3
Lancaster.....	L. L. Clarke.....	Unlimited State Cert.....	1,300 00	1	3	56	73	129	3
Lodi.....	R. E. Loveland.....	Oberlin Col. Dip.....	1,200 00	1	2	25	58	83	1
Madison.....	J. H. Hutchison.....	Univ. of Wis. Dip.....	1,800 00	2	12	245	228	473	13
Marinette.....	G. E. Maxwell.....	Hamline Univ. Dip.....	1,000 00	3	2	70	114	184	1
Marshall.....	W. Fowle.....	Unlimited State Cert.....	1,050 00	1	1	18	31	49	.....
Marshfield.....	J. B. Borden.....	Milton Col. Dip.....	1,350 00	1	2	42	60	102	1
Mauston.....	A. H. Fletcher.....	Milwaukee N. S. Dip.....	1,500 00	1	2	39	52	91	.....
Mayville.....	M. A. Bussewitz.....	Milwaukee N. S. Dip.....	1,100 00	2	1	25	35	60	.....
Mazomanie.....	O. M. Salisbury.....	Univ. of Wis. Dip.....	1,100 00	1	2	22	27	49	2

Statistical Tables.

Medford	F. W. Thomas	Univ. of Wis. Dip	840 00	2	1	43	37	80	.....
Mensha	W. C. Hopkins, Jr.	Univ. of Vt. Dip	1,200 00	2	1	30	50	80	.....
Merrill	Anna E. Anderson	Unlimited State Cert	1,100 00	.....	3	44	55	99	.....
Milton Junction	J. T. Healy	Univ. of Wis. Dip	900 00	.....	1	18	37	55	2
Mineral Point	A. R. Jolley	Unlimited State Cert	1,300 00	2	2	40	60	100	.....
Mondovi	G. M. McGregor	Univ. of Wis. Dip	1,200 00	1	1	15	30	45	5
Monroe	A. F. Rote	Univ. of Wis. Dip	1,200 00	2	2	72	95	167	1
Montfort	David James	Platteville N. S. Dip	720 00	1	1	17	37	54	1
Necedah	C. H. Maxson	Univ. of Wis. Dip	1,100 00	1	1	27	36	63	.....
Neeah	J. F. Conant	Oshkosh N. S. Dip	1,600 00	1	3	50	71	121	.....
Neillsville	W. L. Morrison	Unlimited State Cert	1,500 00	1	3	54	68	122	9
New Lisbon	S. A. Bostwick	Univ. of Wis. Dip	1,150 00	1	1	30	66	96	1
New London	Taylor Frye	River Falls N. S. Dip	1,000 00	1	2	43	54	97	1
New Richmond	J. W. T. Ames	Lawrence Univ. Dip	1,000 00	1	2	55	62	117	1
Oconomowoc	C. R. Cross	Ill. Normal Univ. Dip	1,200 00	1	2	44	64	108	.....
Oconto	R. L. Coley	Oshkosh N. S. Dip	1,206 00	2	2	25	39	64	.....
Omro	E. E. Sheldon	Oshkosh N. S. Dip	810 00	1	1	46	36	92	6
Onalaska	B. F. Oltman	Unlimited State Cert	930 00	1	1	37	24	61	.....
Oregon	Franklin Gould	Whitewater N. S. Dip	800 00	1	1	25	34	59	7
Palmyra	C. W. McIntyre	Whitewater N. S. Dip	630 00	2	.....	39	36	75	3
Pewaukee	F. L. McGowan	Unlimited State Cert	900 00	1	1	7	26	33	.....
Phillips	A. D. Prideaux	Univ. of Wis. Dip	1,000 00	1	1	12	20	32	.....
Plainfield	Eber Defoe	Unlimited State Cert	825 00	2	.....	17	22	39	1
Plymouth	Otto Gaffron	Unlimited State Cert	1,000 00	1	2	59	68	127	4
Portage	W. G. Clough	Univ. of Wis. Dip	1,600 00	1	3	47	76	123	3
Poynette	H. S. Youker	Univ. of Wis. Dip	832 50	2	.....	29	16	45	.....
Prerie du Chien	J. A. Pratt	Univ. of Wis. Dip	1,100 00	2	1	31	54	85	.....
Prairie du Sac	J. F. Bergen	Whitewater N. S. Dip	1,000 00	1	1	27	27	54	2
Prescott	James Goldsworthy	Univ. of Wis. Dip	1,000 00	2	1	33	24	57	1
Racine	A. N. Ozias	Ohio State Univ. Dip	1,600 00	6	5	134	181	315	8
Randolph	W. C. Lea	Oberlin Col. Dip	900 00	1	1	17	20	37	2
Reedsburg	F. S. Parker	Univ. of Wis. Dip	1,350 00	1	2	33	52	85	3
Rhineland	W. S. Hyer	Milwaukee N. S. Dip	1,100 00	2	1	26	38	64	.....
Rice Lake	E. C. McClelland	Cornell Univ. Dip	1,200 00	1	1	36	44	80	.....
Richland Center	A. E. Brainerd	River Falls N. S. Dip	1,300 00	1	3	65	71	136	8
Ripon	A. E. Schaub	Univ. of Wis. Dip	1,300 00	2	1	36	64	100	.....

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEARS' COURSES, 1897-8.—Continued.

LOCATION.	Principal.	Legal qualifications of principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		EMPLOYMENT IN HIGH SCHOOL.		
				Male.	Fem.	Pupils under 20 years of age.		Pop'l's over 20.
						Male.	Fem.	Total.
River Falls.....	H. L. Wilson.....	Indiana Univ. Ctsgd.....	\$1,350 00	1	2	34	33	67
Sauk City.....	H. F. Lueders.....	Univ. of Wis. Dip.....	950 00	2	.....	25	22	47
Seymour.....	R. H. Schmidt.....	Univ. of Wis. Dip.....	800 00	2	.....	47	40	87
Sharon.....	G. M. Sheldon.....	Univ. of Wis. Dip.....	900 00	1	.....	11	27	38
Shawano.....	E. H. Reynolds.....	Milwaukee N. S. Dip.....	900 00	2	1	32	44	76
Sheboygan.....	J. E. Riordan.....	Oshkosh N. S. Dip.....	1,700 00	6	2	81	109	190
Sheboygan Falls.....	F. F. Showers.....	Univ. of Wis. Dip.....	1,100 00	2	1	19	34	53
Shullsburg.....	R. E. Smith.....	Univ. of Wis. Dip.....	933 00	2	1	18	38	56
Sparta.....	F. E. Doty.....	Univ. of Wis. Dip.....	1,500 00	2	2	68	113	181
Spring Green.....	W. H. Schulz.....	Unlimited State Cert.....	1,100 00	1	1	36	35	71
Stevens Point.....	H. A. Simonds.....	Amherst Col. Dip. Ctsgd.....	1,800 00	3	2	55	77	132
Stoughton.....	A. H. Sholz.....	Whitewater N. S. Dip.....	1,200 00	2	1	38	49	87
Sturgeon Bay.....	E. E. Beckwith.....	Unlimited State Cert.....	1,000 00	1	2	21	42	63
Sun Prairie.....	James Melville.....	Univ. of Wis. Dip.....	950 00	1	1	13	25	38
Tonah.....	E. H. Cassels.....	Univ. of Wis. Dip.....	1,400 00	2	2	39	71	110
Tomahawk.....	J. W. West.....	Oshkosh N. S. Dip.....	1,000 00	2	.....	23	30	53
Two Rivers.....	E. E. Carr.....	Oshkosh N. S. Dip.....	1,200 00	1	2	36	30	66
Union Grove.....	H. C. Lawton.....	Whitewater N. S. Dip.....	585 00	1	1	22	24	46
Viroqua.....	W. W. Williams.....	Lawrence Univ. Dip.....	1,000 00	1	4	33	50	83
Walworth.....	J. W. Blodgett.....	Beloit Col. Dip.....	720 00	1	1	13	21	34
Washburn.....	H. W. Rood.....	Unlimited State Cert.....	1,200 00	1	2	26	50	76

Statistical Tables.

Waterloo	G. H. Landgraf	Univ. of Wis Dip	1,055 00	2	2	18	23	41	.....
Watertown	C. F. Viebahn	Unlimited State Cert.	1,700 00	2	2	66	99	165	.....
Waukesha	H. L. Terry	Unlimited State Cert.	1,800 00	1	5	78	95	173	7
Waupaca	J. L. Thatcher	Univ. of Wis. Dip	1,200 00	1	3	34	80	114	8
Waupun (S. wd.)	F. C. Howard	Milwaukee N. S. Dip	1,100 00	1	2	48	53	101	9
Waup'n (N. wd.)	H. C. Curtis	Milton Col. Dip	1,000 00	2	1	33	29	62	2
Wausau	C. C. Parlin	Univ. of Wis. Dip	1,100 00	2	4	92	109	201	.....
Wauwatosa	W. H. Goodall	Univ. of Wis. Dip	1,400 00	2	2	37	55	92	.....
West Bend	D. T. Keeley	Univ. of Wis. Dip	1,000 00	1	2	66	55	121	.....
West Depere	J. D. Conley	Univ. of Wis. Dip	900 00	1	2	29	38	67	.....
West Salem	C. E. Slothower	Platteville N. S. Dip	800 00	1	1	25	44	69	.....
Weyauwega	F. W. Starr	Oshkosh N. S. Dip	800 00	1	1	34	45	79	.....
Whitewater	H. A. Whipple	Unlimited State Cert.	1,400 00	1	5	75	91	166	5
Wonewoc	W. S. Freeman	River Falls N. S. Dip	800 00	1	1	23	19	42	.....

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEARS' COURSE—1897-8.

LOCATION.	Aver- age daily at- tend- ance.	No. of days taught	Pupils in En- glish bran- ches only.	Pupils in Ger- man.	Pupils in Latin or Greek	Aver- age age of pupils enter- ing high scho'l	Aver- age age of pupils leav- ing high scho'l	GRADUATES SINCE ORGA- NIZATION OF SCHOOL.		No. of non- resi- dent pupils dur- ing year.	Average yearly salary of assist- ants.	Amount of salaries of principals and assistants.	High school apportion- ment, No- vember, 1897.
								Male.	Fem.				
Totals and av's	11,598	25,821	6,934	3,620	3,594	14½	18	682	1,066	2,565	\$513 00	\$351,048 67	\$37,739 55
Algoma	45	200	50	.....	.....	15	19	7	4	15	\$500 00	\$1,600 00	\$250 00
Anigo	98	180	84	25	11	15	18	9	5	12	495 00	2,095 00	260 00
Appleton—2d.	120	180	30	75	35	15	18	5	15	48	907 00	7,500 00	260 00
Appleton—3d.	52	180	18	14	35	14	18	3	1	.....	562 00	2,425 00	260 00
Arcadia	54	180	41	27	.....	15	19	6	6	26	450 00	1,395 00	260 00
Argyle	35	180	41	.....	.....	15	19	2	.....	13	120 00	930 00	242 05
Ashland	95	190	52	28	58	14	18	2	12	.....	666 66	3,000 00	260 00
Augusta	48	180	46	25	.....	15	18	5	3	22	450 00	1,650 00	260 00
Bangor	35	180	12	9	18	14	14	.....	.....	9	416 00	1,216 00	240 40
Baraboo	97	180	16	60	53	14	19	8	17	62	618 33	5,110 00	260 00
Bayfield	23	190	6	18	16	15	17	2	5	.....	550 00	2,272 42	260 00
Beaver Dam	88	200	40	38	31	14	18	4	12	9	633 33	3,650 50	260 00
Beloit	193	188	4	131	142	14	18	5	27	18	625 00	5,250 00	260 00
Berlin	108	190	82	20	45	14	16	4	7	27	538 33	3,015 00	260 00
Biramwood	25	180	32	.....	.....	16	18	3	2	7	315 00	990 00	170 05
Black Earth	26	180	36	.....	.....	15	18	.....	.....	6	157 50	1,157 50	260 00
Bl'k Riv. Falls	85	180	78	19	14	14	18	10	10	27	560 00	3,255 00	260 00
Bloomington	44	180	.....	18	.....	14	18	3	5	17	360 00	1,035 00	260 00

Statistical Tables.

Boscobel.....	189	9	25	25	14	14	18	3	6	49	70	16	522 50	2,245 00	260 00
Brandon.....	45	37	.....	14	14	18	18	6	3	48	67	22	427 50	800 00	260 40
Brohead.....	72	26	38	21	15	18	18	10	14	45	93	24	495 00	2,040 00	260 00
Burlington....	62	50	12	34	14	19	19	8	4	50	124	44	527 50	2,445 00	260 00
Cassville.....	41	180	34	20	.....	14	14	4	4	18	32	9	360 00	1,160 00	260 00
Centralia.....	58	180	47	24	.....	14	17	5	5	20	15	11	545 00	2,035 00	260 00
Chilton.....	39	200	43	24	.....	15	18	4	8	53	53	20	600 00	1,600 00	260 00
Chipewa Falls	134	180	74	30	45	14	14	5	12	75	94	14	635 00	3,424 00	260 00
Clinton.....	35	180	24	15	14	15	18	2	8	21	42	15	450 00	1,450 00	260 00
Clintonville...	62	180	53	22	.....	14	19	9	5	23	38	19	450 00	1,300 00	260 00
Columbus.....	76	180	27	22	37	15	18	6	4	.....	.....	35	498 75	2,522 50	260 00
Cumberland....	49	180	57	6	.....	14	18	7	5	24	21	11	540 00	1,540 00	260 00
Darlington....	95	180	81	27	18	15	18	6	10	71	138	18	557 50	2,315 00	260 00
Deerfield.....	23	180	27	2	.....	16	19	1	1	12	11	9	315 00	780 00	202 05
De Forest.....	62	180	39	22	20	16	19	5	8	6	13	20	450 00	1,260 00	500 00
Delavan.....	79	180	39	21	32	15	19	3	4	55	117	21	495 00	1,340 00	260 00
De Pere.....	57	180	28	24	20	15	18	2	8	30	62	2	495 00	1,840 00	260 00
Dodgeville....	110	177	80	32	24	15	19	3	3	60	96	25	450 00	2,300 00	260 00
Durand.....	46	180	45	10	.....	13	18	5	5	29	30	10	450 00	1,450 00	260 00
East Troy.....	65	180	54	22	.....	14	19	3	3	38	47	40	357 00	1,575 00	260 00
Eau Claire....	236	180	176	65	45	15	19	16	24	151	238	21	612 78	7,265 00	260 00
Edgerton.....	80	180	37	30	20	14	18	7	13	.....	.....	26	495 00	2,190 00	260 00
Elkhorn.....	88	178	44	31	29	14	18	4	12	57	125	51	540 00	2,752 50	260 00
Ellsworth.....	67	180	79	.....	14	14	18	2	6	9	23	27	450 00	1,350 00	260 00
Elroy.....	49	180	.....	.....	.....	14	18	3	2	30	40	3	450 00	1,450 00	260 00
Evansville....	83	180	12	41	52	14	17	2	16	61	121	13	495 00	2,240 00	260 00
Fennimore.....	56	180	70	.....	.....	14	18	4	9	29	53	24	405 00	1,125 00	260 00
Florence.....	38	187	32	8	4	14	18	3	5	28	25	4	712 50	1,812 50	260 00
Fond du Lac...	233	180	128	45	94	15	19	10	18	132	328	36	642 50	7,925 00	260 00
Fort Atkinson	103	180	69	32	29	14	17	4	9	131	211	23	540 00	3,220 00	260 00
Fox Lake.....	46	185	45	8	.....	14	19	2	5	18	58	16	407 50	1,650 00	260 00
Grand Rapids	62	180	.....	43	26	15	19	11	6	79	77	12	540 00	2,720 00	260 00
Gr'n B'y (E.S.)	125	190	67	37	67	15	17	11	13	61	132	9	583 85	3,687 62	260 00
Gr'n B'y (W.S.)	87	190	63	27	34	15	18	4	11	21	132	3	571 40	3,571 40	260 00
Hartford.....	50	180	57	.....	.....	15	18	5	3	23	31	38	540 00	1,640 00	260 00
Hayward.....	32	178	41	.....	4	15	17	.....	5	6	12	.....	533 33	2,550 00	260 00

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEARS' COURSE, 1897-8.—Continued.

LOCATION.	Aver- age daily at- tend- ance.	No. of days taught	Pupils in En- glish bran- ches only.	Pupils in Ger- man. Greek or Latin	Pupils in Latin or Greek	Aver- age age of pupils enter- ing high school	Aver- age age of pupils leav- ing high school	GRADUATES THIS YEAR.		GRADUATES SINCE ORGAN- IZATION OF SCHOOL.		No. of non- resi- dent pupils dur- ing year.	Average yearly salary of assist- ants.	Amount of salaries of principals and assistants.	High school apportion- ment, No- vember, 1897.
								Male.	Fem.	Male.	Fem.				
Highland	27	180	36	.....	.....	15	19	1	32	27	4	4	\$360 00	\$1,080 00	\$258 05
Horicon	58	200	39	28	.....	14	19	6	37	74	22	22	550 00	1,650 00	260 00
Hudson	110	180	20	84	54	14	17	1	43	90	13	13	485 00	2,835 00	260 00
Hurley	32	200	44	.....	.....	15	18	2	5	6	.....	.....	600 00	1,800 00	260 00
Janesville	351	180	100	117	157	15	19	14	123	239	18	18	586 00	7,585 00	260 00
Jefferson	56	180	27	16	19	13	17	5	32	59	12	12	495 00	2,190 00	260 00
Juneau	25	200	21	16	.....	14	17	2	1	20	8	8	425 00	1,325 00	260 00
Kaukauna	78	180	61	16	28	14	17	2	21	27	3	3	525 00	2,675 00	260 00
Kenosha	162	189	80	43	82	14	17	3	15	.....	40	40	818 75	4,775 00	260 00
Kewaunee	65	200	78	.....	.....	15	19	7	46	60	10	10	450 00	2,100 00	260 00
Lake Geneva	49	177	3	16	30	14	18	3	.....	.....	7	7	585 00	2,770 00	260 00
Lake Mills	69	180	48	11	19	14	18	4	46	71	26	26	443 25	1,868 25	260 00
Lancaster	116	175	71	30	42	15	18	4	11	113	29	29	465 00	2,695 00	260 00
Lodi	78	177	60	12	217	14	18	4	87	119	29	29	412 50	2,025 00	260 00
Madison	393	185	145	156	217	14	19	29	35	384	30	30	615 77	9,805 00	260 00
Marquette	157	180	107	23	48	15	18	6	36	87	2	2	650 00	3,600 00	260 00
Marshall	33	180	49	.....	.....	14	18	7	23	36	13	13	150 00	1,200 00	500 00
Marshfield	85	190	71	22	10	14	18	6	13	31	12	12	570 00	2,490 00	260 00
Mauston	68	180	60	.....	31	15	18	7	53	59	22	22	452 50	2,105 00	260 00
Mayville	57	200	23	47	.....	14	18	5	31	39	16	16	475 00	1,900 00	260 00
Mazomanie	45	180	20	15	16	15	18	4	39	78	13	13	945 00	2,045 00	260 00

Statistical Tables.

Medford.....	65	180	33	22	25	14	18	1	1	17	32	8	495 00	1,830 00	260 00
Menasha.....	74	190	65	11	12	14	17	5	8	34	108	2	550 00	2,300 00	260 00
Merrill.....	90	180	50	46	24	14	18	4	10	38	80	2	600 00	2,300 00	260 00
Mit'n Junct'n	51	180	.....	18	.....	14	18	2	2	14	36	11	450 00	1,350 00	260 00
Mineral Point	92	180	.....	22	42	13	19	.....	.....	.....	.....	12	355 00	2,365 00	260 00
Mondovi.....	41	180	.....	12	.....	15	18	1	4	12	24	11	540 00	1,740 00	260 00
Monroe.....	141	180	31	97	37	15	19	12	19	142	221	26	600 00	3,550 00	260 00
Montfort.....	48	180	27	.....	28	14	19	3	7	10	25	5	270 00	990 00	227 00
Necedah.....	50	180	63	.....	.....	15	18	2	7	10	85	5	495 00	1,595 00	260 00
Neenah.....	103	187	40	50	31	14	19	7	9	44	139	6	600 00	3,400 00	260 00
Neillsville.....	104	180	116	13	2	15	18	6	1	39	58	25	427 50	2,651 25	260 00
New Lisbon..	96	180	.....	16	.....	16	20	.....	4	32	62	.....	585 00	1,735 00	260 00
New London..	77	180	72	25	.....	15	18	7	5	16	32	19	450 00	1,900 00	260 00
Oew Richm'd.	97	180	69	21	30	14	19	8	10	31	76	30	472 50	1,945 00	260 00
Oconomowoc.	81	180	10	81	17	15	17	3	12	18	39	25	446 66	2,540 00	260 00
Oconto.....	57	180	30	34	34	16	20	6	7	.....	.....	3	596 66	2,980 00	260 00
Omro.....	69	180	88	.....	.....	16	18	6	7	45	98	36	360 00	1,170 00	260 00
Onalaska.....	58	180	35	26	.....	14	18	5	3	20	31	9	405 00	1,355 00	260 00
Oregon.....	53	180	66	7	.....	15	19	9	3	47	52	34	405 00	1,205 00	260 00
Palmyra.....	58	180	75	.....	23	15	19	6	5	8	10	37	360 00	1,091 25	260 00
Pewaukee.....	29	180	10	.....	.....	.....	.....	1	7	20	36	4	450 00	1,350 00	260 00
Phillips.....	23	180	28	.....	4	13	16	3	4	5	11	.....	450 00	1,450 00	260 00
Plainfield.....	29	180	39	.....	.....	13	17	.....	4	7	18	15	405 00	1,260 00	260 00
Plymouth.....	111	180	107	.....	21	14	18	7	11	80	76	52	450 00	1,900 00	260 00
Portage.....	113	190	72	26	32	15	19	6	16	98	277	12	583 33	3,350 00	260 00
Poynette.....	40	180	34	11	.....	15	17	1	2	30	47	20	427 50	1,260 00	260 00
Prairie du Ch	65	180	53	17	20	14	16	2	10	29	60	10	450 00	2,000 00	260 00
Prairie du Sac	46	180	21	35	.....	15	19	1	1	7	15	25	400 00	1,400 00	260 00
Prescott.....	39	180	28	19	9	14	17	4	3	23	33	16	450 00	1,555 00	260 00
Racine.....	283	200	70	104	181	15	19	24	19	176	372	21	600 00	7,600 00	260 00
Randolph.....	31	180	17	1	20	16	.....	.....	.....	.....	.....	9	360 00	1,260 00	.....
Reedsburg.....	74	180	49	35	14	.....	.....	2	5	48	61	.....	540 00	2,430 00	260 00
Rhineland.....	56	180	30	20	20	.....	18	8	8	20	25	11	495 00	2,080 00	260 00
Rice Lake.....	60	180	65	15	.....	15	17	3	2	20	17	1	495 00	1,695 00	260 00
Richland Cen.	119	180	104	24	29	14	19	8	6	.....	.....	18	495 00	2,785 00	260 00
Ripon.....	92	190	27	19	54	15	19	5	6	46	84	10	562 50	2,707 50	260 00

Statistical Tables.

FREE HIGH SCHOOLS HAVING FOUR YEARS' COURSES, 1897-8.—Continued.

LOCATION.	Aver- age daily at- tend- ance.	No. of days taught	Pup's in En- glish bran- ches only.	Pup's in Ger- man.	Pup's in Latin or Grek.	Aver- age age of pu- pils enter- ing high school.	Aver- age age of pu- pils leav- ing high school.	GRADUATES THIS YEAR.		GRADUATES SINCE OR- GANIZATION OF SCHOOL.		No. of non- resi- dent pupils dur- ing year.	Average yearly salary of as- sistants.	Amount of salaries of principals and assistants.	High school apportion- ment, No- vember, 1897.
								Male.	Fem.	Male.	Fem.				
River Falls...	60	180	32	19	24	17	13	3	3	3	29	12	\$517 00	\$2,335 00	\$260 00
Sauk City...	40	180	11	36	...	14	18	3	3	3	29	10	600 00	1,500 00	260 00
Seymour...	66	180	46	41	...	15	19	6	4	17	14	21	450 00	1,250 00	260 00
Sharon...	33	178	31	5	2	14	18	4	5	24	47	13	450 00	1,800 00	260 00
Shawano...	71	180	43	19	15	14	18	3	5	...	...	15	427 50	1,755 00	260 00
Sheboygan...	169	200	120	23	75	15	19	3	14	46	138	17	721 43	6,750 00	260 00
Sheboygan F.	47	200	26	27	...	14	19	2	5	59	75	11	500 00	2,000 00	260 00
Shullsburg...	52	190	11	17	18	15	17	2	...	...	...	14	472 50	1,947 50	260 00
Sparta...	166	180	71	65	94	16	20	5	11	101	150	49	650 00	3,450 00	260 00
Spring Green...	54	180	55	16	...	14	18	6	9	66	134	22	540 00	1,100 00	260 00
Stevens Point	120	188	59	33	73	14	18	4	13	83	167	4	710 00	4,640 00	260 00
Stoughton...	71	180	37	24	38	13	17	...	8	34	77	13	485 00	2,180 00	260 00
Sturgeon Bay...	54	198	50	13	...	13	17	2	9	32	62	1	500 00	2,000 00	260 00
Sun Prairie...	39	190	40	...	...	13	19	2	7	45	69	23	475 00	1,425 00	260 00
Tomah...	100	180	50	32	45	14	18	5	12	50	100	30	5 2 50	2,525 00	260 00
Tomahawk...	39	180	53	...	...	14	18	5	5	7	10	...	450 00	1,900 00	260 00
Two Rivers...	59	200	...	15	59	14	16	4	1	57	38	6	525 00	2,250 00	260 00
Union Grove...	45	180	...	18	31	15	19	3	3	3	3	16	360 00	945 00	242 05
Viroqua...	105	180	80	24	29	15	18	7	9	65	147	54	435 00	2,425 00	260 00
Walworth...	26	180	1	14	30	14	...	...	...	19	21	10	270 00	980 00	182 05
Washburn...	65	180	55	9	15	14	18	1	9	6	34	3	525 00	2,050 00	260 00

Statistical Tables.

Waterloo.....	38	190	21	16	14	18	5	4	25	33	12	500 00	1,535 00	260 00
Watertown...	138	200	12	123	14	17	1	16	76	174	13	820 00	4,160 00	260 00
Waukesha....	157	188	98	30	16	19	5	15	19	69	8	620 00	4,900 00	260 00
Waupaca....	92	190	57	18	14	18	8	8	78	102	28	506 66	2,720 00	260 00
Waup'n(S.wd)	98	190	47	...	14	18	13	18	63	108	57	451 00	2,002 00	260 00
Waup'n(N.wd)	45	190	53	11	15	18	3	6	38	59	14	380 00	1,420 00	260 00
Wausau.....	167	180	51	125	14	18	8	6	41	92	12	608 33	4,713 00	260 00
Wauwatosa..	76	190	40	15	15	18	3	8	46	102	27	650 00	3,347 50	260 00
West Bend...	110	190	102	19	14	18	13	7	65	55	56	475 00	1,950 00	260 00
West De Pere.	55	180	53	14	14	18	1	8	28	78	18	427 50	1,755 00	260 00
West Salem.	56	180	45	...	15	17	2	3	...	...	42	360 00	800 00	203 40
Weyauwega...	49	178	79	...	15	18	1	7	16	52	23	450 00	945 00	252 05
Whitewater..	149	188	119	33	16	18	10	6	63	59	41	590 00	4,350 00	260 00
Woneewoc....	29	180	34	8	13	18	1	6	19	12	5	450 00	1,250 00	260 00

Statistical Tables.

FREE HIGH SCHOOLS HAVING THREE YEAR COURSES, 1897-8.

LOCATION.	Aver- age daily at- tend- ance.	No. of days taught	Pup's in En- glish bran- ches only.	Pup's in German. Greek or Latin	Pup's in Latin or Greek	Av- erage age of pu- pils enter- ing high school	Av- erage age of pu- pils leav- ing high school	GRADUATES THIS YEAR.		GRADUATES SINCE OR- GANIZATION OF SCHOOL.		No. of non- resi- dent pupils dur- ing the year.	Average yearly salary of as- sist- ants.	Amount of salaries of principals and assistants.	High school apportion- ment, No- vember, 1897.
								Male.	Fem.	Male.	Fem.				
Totals & Av.	1,817	10,157	2,238	47	11	14	17	139	207	821	1,196	490	\$5,305.00	\$46,192 50	\$10,267 07
Albany.....	22	180	28	.....	.....	14	16	2	10	.....	.....	3	\$405 00	\$1,105 00	\$250 00
Alma.....	41	180	53	.....	.....	14	17	2	4	23	39	3	.....	900 00	234 05
Almond.....	13	75	26	.....	.....	14	19	.....	.....	.....	.....	10	.....	187 50	63 97
Amherst.....	19	180	24	.....	.....	14	17	5	3	13	26	2	.....	675 00	150 00
Avoca.....	19	180	.....	.....	.....	14	18	.....	.....	.....	.....	6	.....	450 00	114 00
Barron.....	47	180	73	.....	.....	15	18	2	5	17	20	18	450 00	1,350 00	260 00
Belleville.....	32	177	39	.....	.....	15	16	7	5	21	27	17	.....	750 00	180 00
Bloomer.....	45	180	54	.....	.....	14	17	6	11	16	28	11	.....	900 00	237 00
Brillion.....	25	180	31	.....	.....	14	17	5	2	19	15	9	.....	765 00	200 10
Cadott.....	20	180	25	.....	.....	15	19	2	.....	10	30	3	.....	630 00	160 05
Candridge.....	39	180	48	.....	.....	13	17	1	3	15	45	20	.....	700 00	194 00
Cedarburg.....	26	200	28	22	.....	14	17	2	1	2	1	2	.....	1,000 00	.....
Chetek.....	19	180	42	.....	.....	14	18	.....	.....	17	23	13	.....	585 00	162 05
Cobb.....	23	180	29	.....	.....	13	19	1	6	4	18	12	.....	540 00	150 00
Colby.....	52	180	60	.....	.....	15	18	3	5	19	30	10	.....	850 00	207 00
Cuba City.....	20	180	24	.....	.....	15	18	1	5	10	10	2	.....	540 00	138 00

Statistical Tables.

FREE HIGH SCHOOLS HAVING THREE YEARCOURSES, 1897-8. - Continued.

LOCATION.	Aver- age daily at- tend- ance.	No. of days taught only.	Pup'ls in En- glish bran- ches only.	Pup'ls in Ger- man.	Pup'ls in Latin or Greek	Av- erage age of pu- pils en- tering high school		Av- erage age of pu- pils leav- ing high school		GRADUATES THIS YEAR.		GRADUATES SINCE OR- GANIZATION OF SCHOOL.		No. of non- resi- dent pupils dur- ing the year.	Average yearly salary of assist- ants.	Amount of salaries of principals and assistants.	High school apportion- ment, No vember, 1897.
						Av- erage age of pu- pils en- tering high school	Av- erage age of pu- pils leav- ing high school	Male.	Fem.	Male.	Fem.	Male.	Fem.				
Waldo.....	50	180	60	.....	.....	14	17	4	4	.....	.....	.....	.....	.....	.....	\$607 50	\$153 65
Westfield.....	34	180	41	.....	.....	15	18	.....	7	25	57	.....	.....	.....	.....	720 00	211 25
Wilton.....	28	180	38	.....	.....	14	17	2	2	9	29	.....	.....	14	.....	765 00	183 35
Winneconne...	34	180	40	.....	.....	14	18	3	10	7	11	.....	.....	7	.....	810 00	170 00
Wittenberg...	122	174	127	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	5	.....	630 00	.....

*Statistical Tables.***SCHOOL BUILDINGS AND ACCOMMODATIONS.**

Counties outside of cities.	No. of pupils school houses will ac- commo- date.	Number school houses.	Counties outside of cities.	No. of pupils school houses will ac- commo- date.	Number school houses.
Totals.....	366,823	6,606	Lincoln.....	1,823	52
Adams.....	2,917	74	Manitowoc.....	10,153	114
Ashland.....	2,027	40	Marathon.....	5,655	112
Barron.....	5,794	114	Marinette.....	3,204	52
Bayfield.....	2,284	40	Marquette.....	3,464	62
Brown.....	6,323	83	Milwaukee.....	8,592	73
Buffalo.....	5,247	86	Monroe.....	8,253	147
Burnett.....	1,991	38	Oconto.....	4,088	74
Calumet.....	4,726	72	Onesida.....	2,029	32
Chippewa.....	6,560	136	Outagamie.....	6,753	118
Clark.....	6,538	124	Ozaukee.....	4,639	59
Columbia.....	7,752	147	Pepin.....	2,257	39
Crawford.....	5,052	101	Pierce.....	6,985	106
Dane.....	14,220	250	Polk.....	4,712	99
Dodge.....	10,657	197	Portage.....	5,319	104
Door.....	3,995	68	Price.....	2,887	57
Douglas.....	1,136	34	Racine.....	4,294	76
Dunn.....	6,054	125	Richland.....	6,494	124
Eau Claire.....	3,818	75	Rock.....	8,219	171
Florence.....	1,668	22	St. Croix.....	2,274	120
Fond du Lac.....	8,764	165	Sauk.....	7,928	156
Forest.....	359	9	Sawyer.....	1,275	19
Grant.....	13,446	227	Shawano.....	6,826	110
Green.....	5,839	127	Sheboygan.....	7,806	116
Green Lake.....	3,425	70	Taylor.....	2,877	65
Iowa.....	814	125	Trempealeau.....	6,719	107
Iron.....	1,293	17	Vernon.....	7,952	157
Jackson.....	5,503	99	Vilas.....	7,511	113
Jefferson.....	3,196	134	Walworth.....	1,040	14
Juneau.....	6,126	109	Washburn.....	1,679	30
Kenosha.....	2,643	63	Washington.....	6,759	100
Kewaunee.....	5,059	58	Waukesha.....	8,918	127
La Crosse.....	3,894	65	Waupaca.....	7,583	130
Lafayette.....	7,259	129	Wausara.....	5,040	106
Langlade.....	2,445	68	Winnebago.....	5,409	99
			Wood.....	5,576	72

Statistical Tables.

SCHOOL BUILDINGS AND ACCOMMODATIONS.

Cities under city superintendents.	Number of pupils for which accommodations are provided.	Number school houses	Cities under city superintendent.	Number of pupils for which accommodations are furnished.	Number school houses.
Totals.....	118,765	334	Menomonie.....	1,800	10
Antigo.....	1,200	7	Merrill.....	1,828	7
Appleton.....	3,600	9	Milwaukee.....	38,424	50
Ashland.....	1,718	10	Mineral Point.....	800	3
Baraboo.....	1,450	4	Monroe.....	1,100	4
Beaver Dam.....	1,080	5	Neenah.....	1,400	6
Beloit.....	1,800	5	New London.....	120	1
Berlin.....	1,000	3	Oconto.....	1,000	4
Brodhead.....	250	2	Onalaska.....	500	1
Chippewa Falls.....	1,328	8	Oshkosh.....	3,300	10
Columbus.....	650	3	Portage.....	1,300	5
Depere.....	300	2	Prairie du Chien.....	700	5
Eau Claire.....	4,000	15	Racine.....	4,471	9
Fond du Lac.....	2,300	10	Reedsburg.....	500	3
Grand Rapids.....	610	2	Rice Lake.....	696	4
Green Bay.....	3,491	12	Ripon.....	850	4
Hudson.....	1,050	5	Sheboygan.....	3,700	9
Janesville.....	2,244	8	Stanley.....	500	2
Kaukauna.....	1,100	2	Stevens Point.....	1,596	8
Kenosha.....	1,800	4	Sturgeon Bay.....	700	3
La Crosse.....	5,302	15	Superior.....	5,600	12
Madison.....	2,645	9	Tomahawk.....	600	3
Marinette.....	2,530	6	Watertown.....	1,200	5
Menasha.....	1,100	5	Wapaca.....	800	2
			Wausau.....	2,299	10
			Whitewater.....	660	3

Statistical Tables.

PRIVATE SCHOOLS, 1897-98.

COUNTIES— Exclusive of cities.	No. of schools.	TEACHERS.		PUPILS 7 TO 13.	
		Men.	Women.	Not attended public school.	Have attended 12 weeks or more.
Totals	392	223	339	13,519	13,287
Ashland.....	1			15	15
Bayfield.....	2		8	436	276
Brown.....	9	3	11	584	481
Buffalo.....	8	3	6	171	251
Calumet.....	14	4	18	651	586
Chippewa.....	3	1	4	94	46
Clark.....	6	5	2	110	167
Columbia.....	5	2	5	46	63
Dane.....	18	7	16	726	705
Dodge.....	29	25	6	503	894
Door.....	4	1	3	54	86
Fond du Lac.....	19	9	18	633	612
Grant.....	8	2	13	256	275
Green Lake.....	5	4	2	205	112
Iowa.....	4	4	12	156	119
Iron.....	1		2	150	68
Jackson.....	3	2	3	197	88
Jefferson.....	14	10	6	286	335
Juneau.....	7	3	5	124	90
Kenosha.....	5	2	7	123	121
Kewaunee.....	8	4	9	176	380
La Crosse.....	6	6		10	50
Lafayette.....	1	1		6	4
Manitowoc.....	25	10	42	1,788	1,340
Marathon.....	11	9	2	278	366
Mariquette.....	3	3			
Milwaukee.....	19	12	13	720	559
Monroe.....	6	3	6	208	152
Oconto.....	1	1			
Outagamie.....	12	6	13	279	449
Ozaukee.....	14	10	8	554	762
Pepin.....	1		8	70	46
Pierce.....	2		4	64	29
Polk.....	4	2	4	95	67
Portage.....	1		2	106	86
Racine.....	6	3	9	433	350
Rock.....	2	1	1		67
St. Croix.....	1		2		9
Sauk.....	9	6	5	228	310
Shawano.....	5	3	2	314	292
Sheboygan.....	21	13	9	572	352
Taylor.....	1		3	12	12
Trempealeau.....	4	2	5	160	140
Vernon.....	4	4			
Washington.....	26	10	26	597	1,007
Waukesha.....	10	6	10	427	329
Waupaca.....	17	15	3	153	19
Winnebago.....	2	2		5	56
Wood.....	5	4	11	746	480

Statistical Tables..

PRIVATE SUMMER SCHOOLS, 1897-8.

Place.	Principal Teacher.	No. days.	No. Enrolled.	Tuition per week.
Totals .....	.....	1,037	1,963	.....
Friendship.....	M. H. Jackson	15	65	\$ 50
Chetek.....	W. N. Mackin.....	30	111	1 00
Barrou.....	T. H. Lage	25		
Cumberland.....	D. E. Cameron.....	25		
Canton.....	W. C. White	25		
Prairie Farm.....	L. Pease	25		
Green Bay.....	Wm. O. Brown, Geo. H. Senn	20	83	1 00
Alma	J. H. Bille	25	40	1 00
Mondovi.....	G. M. McGregor.....	25	40	1 00
Greenwood.....	B. O. Dodge	25	40	4 00
Stoughton.....	K. A. Kasberg.....	25	47	1 00
Middleton.....	T. T. Blakely, W. J. Hocking.....	25	25	1 00
Horicon.....	T. T. Johnson, M. A. Bussewitz and L. A. Keeley	30	65	1 50
Sturgeon Bay.....	R. W. Whitford.....	20	49	1 00
West Superior.....	G. G. Williams.....	15	16	1 25
Colfax.....	S. C. Govin.....	30	33	1 00
Eau Galle.....	H. E. Layne and N. O. Varnun.....	30	33	1 00
Fond du Lac.....	Myron E. Keats	27	111	1 00
Monroe.....	A. P. Hollis	25	38	1 00
Markesan.....	Walter H. Hunt	15	80	50
Black River Falls.....	H. S. Perry	25	23	1 00
Mauston.....	A. H. Fletcher, J. A. Hageman.....	20	35	1 00
Bangor.....	W. S. W. Watson, C. E. Slothow- er and C. E. Lamb	10	54	2 00
Wausau.....	J. P. Briggs.....	20	20	1 00
Peshtigo.....	J. M. Bold.....	20	20	1 25
Montello.....	John McDowell, M. Mortenson	20	57	1 00
Sparta.....	A. A. Thomson, W. F. Sell	15	111	1 00
Rhineland.....	F. S. Hyer.....	25	26	1 90
Appleton.....	G. D. Ziegler.....	50	83	1 00
Seymour.....	R. H. Schmidt	50	83	1 00
Arkansas.....	Fred Thompson, F. Sloniker.....	25	22	75
Ellsworth.....	C. J. Brewer, J. C. Thompson.....	30	35	1 00
Phillips.....	E. C. Gotham, F. C. Wells.....	25	26	1 00
Richland Center.....	A. E. Brainerd.....	25	92	1 00
Evansville.....	Marilla Andrews.....	25	35	1 00
Baldwin.....	John Callahan, Geo. Swartz	25	30	1 00
Reedsburg.....	W. N. Parker	25	71	1 00
Medford.....	M. Thomas.....	25	48	1 00
Arcadia.....	B. P. Chapple.....	30	25	80
Viroqua.....	W. W. Williams.....	25	41	1 00
Elkhorn.....	C. D. Kipp, C. W. Rittenburg.....	15	44	1 00
Wautoma.....	A. M. Olson, Eber Dafoe and C. T. Taylor.....	20	116	1 00
Omro.....	L. W. Briggs, E. E. Sheldon.....	25	.....	1 00

Statistical Tables.

PRIVATE SCHOOLS, 1897-8.

CITIES—Under city superintendents.	No. of schools.	TEACHERS.		Pupils 7 to 13, 12 weeks or more.
		Men.	Women.	
Totals.....	120	55	262	13,345
Antigo.....	3	2	4	150
Appleton.....	6	5	23	1,038
Ashland.....	5	2	14	437
Beaver Dam.....	3	1	5	313
Berlin.....	3	2	6	301
Chippewa Falls.....	4	1	17	559
Columbus.....	1	1	1	27
De Pere.....	2	0	5	201
Fond du Lac.....	3	3	9	393
Grand Rapids.....	2	1	8	97
Green Bay.....	7	2	17	393
Kaukauna.....	3	2	13	580
Kenosha.....	7			747
La Crosse.....	9			
Marinette.....	5	1	14	397
Menasha.....	4	1	15	508
Menomonie.....	3	2	4	
Merrill.....	3	2	2	239
Mineral Point.....	1		2	70
Neenah.....	1	1		90
New London.....	2	1	3	249
Oconto.....	3	1	11	587
Oshkosh.....				1,302
Portage.....	3	2	6	327
Prairie du Chien.....	2		9	276
Racine.....	10	6	31	1,156
Reedsburg.....	2	2		87
Rice Lake.....	1		3	115
Ripon.....	1	1		30
Sheboygan.....	7			1,272
Stevens Point.....	5	1	14	620
Sturgeon Bay.....	1		3	141
Superior.....	4			
Watertown.....	6	7	11	205
Wausau.....	5	3	8	330
Whitewater.....	3	2	4	109

Statistical Tables.

APPORTIONMENT OF SCHOOL FUND.

Counties.	Novem- ber, 1896.	June, 1897.	Decem- ber, 1897.	Counties.	Novem- ber, 1897.	June, 1897.	Decem- ber, 1897.
Totals.	\$599,111 28	\$204,551 85	\$331,961 27	Lincoln..	\$1,409 77	1,501 67	4,788 90
Adams.....	\$2,648 15	\$903 33	\$2,701 67	Manit'w'c	13,793 29	4,683 35	14,386 00
Ashland....	6,434 36	1,450 83	4,634 43	Marathon	12,237 22	4,308 13	13,852 00
Barron....	6,692 60	2,251 52	7,635 34	Marinette	8,168 70	2,785 50	9,087 80
Bayfield..	2,010 41	878 59	1,737 18	Marg'ette	3,558 19	1,214 50	3,550 10
Brown.....	15,430 72	5,259 00	16,213 60	Milw'kee	89,921 40	30,643 00	96,291 70
Buffalo...	5,547 66	1,891 40	5,890 5	Monroe...	8,221 24	2,803 40	8,883 00
Burnett...	1,976 24	675 41	2,284 76	Oconto...	6,338 71	2,161 93	6,981 35
Calumet...	6,268 66	2,138 05	6,504 10	Oneida...	1,514 60	518 10	1,936 70
Chippewa...	9,395 11	3,203 40	9,945 32	Out'g'mie	14,633 71	4,995 28	14,970 20
Clark.....	7,417 11	2,529 40	8,061 10	Ozaukee...	5,642 43	1,926 71	5,941 80
Columbia...	8,513 84	2,903 14	9,002 10	Pepin.....	2,307 10	856 30	2,596 60
Crawford..	6,646 70	1,926 14	5,892 43	Pierce....	7,316 46	2,493 03	7,763 00
Dane.....	18,737 63	6,386 91	19,804 84	Polk.....	5,413 65	1,848 73	5,800 10
Dodge.....	14,510 09	4,946 51	15,305 7	Portage...	9,851 47	3,353 90	10,501 26
Door.....	6,160 92	2,101 30	6,531 53	Price.....	1,880 76	642 55	2,229 00
Douglas...	6,193 82	2,113 59	6,688 80	Racine...	11,974 12	4,063 18	12,200 00
Dunn.....	8,105 54	2,764 31	8,773 30	Richland..	6,156 49	2,099 86	6,380 70
Eau Claire.	10,291 25	3,508 74	11,025 12	Rock.....	13,593 73	4,634 12	14,180 25
Florence...	814 47	289 76	914 27	St. Croix..	8,194 07	2,794 16	8,761 40
Fond d Lac	14,369 06	4,993 25	15,047 12	Sauk.....	10,174 98	3,468 50	10,289 20
Forest.....	324 12	112 43	164 57	Sawyer...	612 32	210 65	709 43
Grant.....	11,451 07	3,903 97	12,094 83	Shawano...	7,993 47	2,723 80	8,720 30
Green.....	6,894 95	2,331 46	7,181 52	Shebo g'n	15,185 02	5,278 56	16,286 00
Green L'ke	4,848 66	1,634 18	5,221 37	Taylor....	2,809 30	959 28	3,219 10
Iowa.....	7,205 10	2,457 17	7,463 17	Trempl'u.	7,179 69	2,457 46	7,567 40
Iron.....	1,214 39	417 51	1,518 60	Vernon...	8,847 92	3,013 56	9,383 50
Jackson...	5,524 84	4,086 68	5,794 65	Vilas.....	688 53	236 62	853 00
Jefferson...	11,987 18	1,884 61	11,738 80	Walworth	7,291 80	2,486 70	7,553 68
Juneau...	5,944 04	2,024 00	6,397 10	Wash'b'rn	1,231 65	421 70	1,54 95
Kenosha...	5,207 82	1,776 56	5,876 90	Wash'ton	8,039 20	2,748 20	8,524 65
Kewaunee.	6,101 34	2,081 04	3,549 85	Wauk'sha	9,844 43	3,356 54	10,369 75
La Crosse.	13,469 37	4,591 72	14,183 93	Waupaca.	9,537 83	3,252 05	10,040 45
Lafayette.	6,476 26	2,208 81	6,846 00	Waush'ra	4,664 39	1,659 56	5,134 67
Langlade..	3,426 02	1,169 43	3,829 00	Winn'b'go	16,474 92	5,615 90	17,212 90
				Wood.....	7,488 89	2,553 87	8,287 70

Statistical Tables.

PENAL FINES.

	1897.	1898.		1897.	1898.
Totals.....	\$16,449 42	\$14,103 34	Lincoln.....	\$391 90	\$221 97
Adams.....	\$57 14	\$33 32	Manitowoc.....	447 92	285 73
Ashland.....	28 34	209 72	Marathon.....	175 81	70 54
Barron.....	169 05	122 50	Marinette.....	644 80	65 86
Bayfield.....	482 65	279 35	Marquette.....	100 00	3 00
Brown.....	330 75	290 77	Milwaukee.....	189 14	436 35
Buffalo.....	166 60	43 12	Monroe.....	223 51	152 48
Burnett.....	4 90	98 00	Oconto.....	178 36	75 46
Calumet.....	93 10	63 70	Oneida.....	60 76	30 00
Chippewa.....	121 77	175 97	Outagamie.....	178 73	171 73
Clark.....	171 62	90 81	Ozaukee.....	237 20	122 01
Columbia.....	577 12	384 06	Pepin.....	1 92	15 68
Crawford.....	50 96	206 78	Pierce.....	106 04	188 70
Dane.....	595 90	1,194 13	Polk.....	80 36	42 14
Dodge.....	110 74	95 06	Portage.....	213 15	267 54
Door.....	22 95	133 28	Price.....	24 01	5 84
Douglas.....	321 19	189 43	Racine.....	813 46	592 60
Dunn.....	87 47	223 44	Richland.....	111 72	49 00
Eau Claire.....	143 28	319 94	Rock.....	746 76	700 80
Fond du Lac.....	365 54	224 46	St. Croix.....	153 86	250 39
Forest.....	58 31	.....	Sank.....	538 00	304 70
Grant.....	623 28	315 45	Sawyer.....	147 00	9 80
Green.....	424 73	232 28	Shawano.....	131 57	121 52
Green Lake.....	35 93	112 70	Sheboygan.....	382 69	362 11
Iowa.....	189 14	268 52	Taylor.....	3 92	66 64
Iron.....	173 46	79 33	Trumpealeau.....	544 39	282 24
Jackson.....	12 74	151 41	Vernon.....	371 42	175 36
Jefferson.....	317 52	419 10	Vilas.....	140 14	130 62
Juneau.....	114 66	50 47	Walworth.....	438 55	162 19
Kenosha.....	310 66	401 26	Washington.....	29 89	22 54
Kewaunee.....	7 84	7 00	Waukesha.....	5 38	236 08
La Crosse.....	775 67	343 89	Waupaca.....	377 30	343 98
Lafayette.....	141 52	567 52	Wausara.....	196 68	270 88
Langlade.....	81 34	285 18	Winnebago.....	71 93	41 16
			Wood.....	333 20	133 28
				137 20	56 84

Statistical Tables.

COLLEGES, ACADEMIES AND SEMINARIES, 1897-8.

Corporate Name.	Location.	When founded.	Religious denomination.	President or Principal
Beloit College	Beloit, Wis....	1846	Cong. & Presbyterian	Edward D. Eaton.
Beloit Coll. Ac'd..	Beloit, Wis....	1846	Cong. & Presbyterian	A. W. Burr.
Carroll College ...	W'k'sha, Wis..	1846	Presbyterian.....	Walter L. Rankin.
Concordia College	Milw'kee Wis	1881	Evan. Lutheran.....	M. J. F. Albrecht.
Evansville Sem. .	Ev'n'sv'le, Wis	1880	Free Methodist.....	A. L. Whitcomb.
German Eng. Ac'd.	Milw'kee Wis	1851	.....	Emil Dapprich.
Hillside Home	.....	.....	.....	Ellen & Jane Lloyd-
School.....	Hillside, Wis..	1887	Non-sectarian.....	Jones.
Kemper Hall	Pleas'n't P're	1870	Epi-copalian	Sisters o' St. Mary.
Lawrence Univ....	Appleton, Wis	1847	Methodist Episcopal	Samuel Plantz.
Marquette College	Milw'kee, Wis	1864	Catholic	W. B. Rogers.
Milw'kee-Downer	.....	.....	.....	.....
College.....	Milw'kee, Wis	1895	Non-sectarian.....	Ellen C. Sabin.
Milwaukee Acad..	Milw'kee, Wis	1864	Non-sectarian.....	J. H. Pratt.
Mission House,	.....	.....	.....	.....
Ref. Ch. U. S....	Franklin, Wis	1859	Reformed	H. A. Muehlmeier.
Nat. German Am	.....	.....	.....	.....
Teachers' Sam..	Milw'kee, Wis	1878	Non-sectarian.....	Emil Dapprich.
No. Wis. Acad....	Ashland, Wis	1891	Congregational. .	S. F. Hensley.
N. W. Univ.	W't'r'twa, Wis	1884	Lutheran	Aug. F. Ernst.
Pio Nono College	St. Fr'nc's Wis	1870	Roman Catholic....	Rev. M. J. Lochmes
Racine College....	Racine, Wis..	1853	Prote tant Episcop'	Rev. Arthur Piper.
Ripon College....	Ripon, Wis..	1854	Indepen lent	Rufus C. Flagg.
Stoughton Acad.	Stought'n Wis	1883	Lutheran	K. A. Kasberg.
St. Lawrence Col..	Mt. Calvary..	1861	Catholic	A. Wilmer.
St. Mary's Acad..	P'r'ie du Chi'n	1872	Roman Catho'ic....	Sister M. Seraphia.
St. Catharine's	.....	.....	.....	.....
Female Acad. ...	Racine, Wis..	1836	Roman Catholic....	Mother M. Hyacintha.
Univ. of Sacred	.....	.....	.....	.....
Heart.....	P'r'ie du Chi'n	1880	Roman Catholic....	Rev. Anselm Leiter.

Statistical Tables.

COLLEGES, ACADEMIES AND SEMINARIES, 1897-8.

[illegible]

Statistical Tables.

COLLEGES, ACADEMIES AND SEMINARIES, 1997-8.

CORPORATE NAME. C	DISBURSEMENTS.			
	Paid for instruction.	Building and repairs.	Incidental.	Total.
Totals.....	\$76,729 65	\$48,605 74	\$36,391 28	\$184,269 04
Beloit College				
Beloit College Academy.....				
Carroll College.....	\$4,567 00	\$202 74	\$1,037 45	\$5,837 19
Concordia College.....	8,900 00	3,000 00	450 00	12,350 00
Evansville Seminary.....	2,700 00	550 00	750 00	4,000 00
German English Academy.....	5,761 00	768 00	1,140 00	7,669 00
Hillside Home School.....	4,000 00			4,000 00
Kemper Hall.....				
Lawrence University.....		36,400 00		36,400 00
Marquette College.....	1,200 00	525 00	880 00	2,605 09
Milwaukee-Downer College.....	11,329 00		17,187 52	28,516 52
Milwaukee Academy.....	4,475 00		1,800 00	6,275 00
Mission House Ref. Ch. U. S.....				13,512 37
Nat. Germ.-Am. Teachers' Sem.....	5,650 00	180 00	580 00	6,390 00
No. Wisconsin Academy.....	2,040 00		1,260 00	2,300 00
N. W. University.....	7,850 00	480 00	800 00	9,130 00
Pio Nono College.....				
Racine College.....				9,000 00
Ripon College.....	15,207 65	1,000 00	6,326 31	22,533 96
Stoughton Academy.....	2,350 00			2,350 00
St. Lawrence College.....	700 00	5,500 00	4,200 00	10,400 00
St. Mary's Academy.....				
St. Catherine's Female Academy.....				
University of Sacred Heart.....				

Statistical Tables.

COLLEGES, ACADEMIES AND SEMINARIES, 1897-8.

CORPORATE NAME.	RECEIPTS.			
	Contri- butions.	From funds and endowment.	Tuition and fees.	Total.
Totals	\$75,504 00	\$36,399 40	\$122,177 16	\$198,459 73
Beloit College.....				
Beloit College Academy				
Carroll College.....	\$2,575 00	\$1,061 25	\$2,426 35	\$6,062 60
Concordia College	8,900 00			
Evansville Seminary	1,500 00		2,500 00	4,000 00
German-English Academy	544 00	6,082 00	6,561 00	13,187 00
Hillside Home School			13,000 00	13,000 00
Kenner Hall			41,600 00	
Lawrence University.....	34,000 00			34,000 00
Marquette College	4,760 00			4,760 00
Milwaukee-Downer College		6,000 00	28,512 00	34,512 00
Milwaukee Academy	25 00		6,250 00	6,275 00
Mission House Ref. Ch. U. S.				12,279 17
Nat. Germ.-Am. Teachers' Seminary	4,200 00	5,800 00		10,000 00
North Wisconsin Academy.....	3,000 00		300 00	3,300 00
N. W. University.....	10,500 00		750 00	11,250 00
Pio Nono College				
Racine College			9,000 00	9,000 00
Ripon College	3,000 00	17,456 15	2,077 81	22,533 96
Stoughton Academy	2,500 00			2,500 00
St. Lawrence College.....			9,800 00	9,800 00
St. Mary's Academy				
St. Catherine's Female Academy....				
University of Sacred Heart				

Statistical Tables.

COLLEGES, ACADEMIES AND SEMINARIES, 1897-8.

CORPORATE NAME.	APPRAISED VALUE.				
	Of site.	Land not including site.	Of build- ings.	Appa- atus, etc	Of en- dowment.
Totals.....	\$975,251 08	\$156,257 00	\$542,000 00	\$113,900 00	\$875,943 64
Beloit College.....	\$335,251 08	\$189,009 57		\$45,000 00	\$338,735 81
Beloit College Academy.....					
Carroll College.....	25,000 00		\$15,000 00	2,000 00	18,614 57
Concordia College.....	100,000 00		50,000 00	1,500 00	
Evansville Seminary.....		4,000 00	20,000 00	1,500 00	
German Eng. Academy.....	25,000 00	45,000 00	3,000 00	8,000 00	
Hillside Home School.....			20,000 00	500 00	
Kemper Hall.....	85,000 00		15,000 00	1,600 00	5,000 00
Lawrence University.....	168,000 00	50,000 00	118,000 00	8,000 00	
Marquette College.....	100,000 00		30,000 00	3,500 00	
Milwaukee-Downer College..	40,000 00	35,000 00		10,000 00	150,000 00
Milwaukee Academy.....	21,000 00		11,000 00	1,000 00	
Mission House Ref. Ch. U. S.					
Nat. Germ. Am. Teachers' S.	25,000 00	16,757 00	45,000 00	3,000 00	120,000 00
No. Wisconsin Academy.....	5,000 00		35,000 00	300 00	
N. W. University.....	12,000 00		59,000 00	10,000 00	
Pio Nono College.....					
Racine College.....				4,000 00	
Ripon College.....	30,000 00	2,500 00	60,000 00	10,000 00	243,593 26
Stoughton Academy.....	1,000 00		6,000 00	2,000 00	
St. Lawrence College.....	8,000 00	4,000 00	55,000 00	2,000 00	
St. Mary's Academy.....					
St. Catherine's Female Acad.					
University of Sacred Heart...					

Statistical Tables.

COLLEGES, ACADEMIES AND SEMINARIES, 1897-8.

CORPORATE NAME.	In English course.	In classic course.	In natural science.	Prepar- ing for college.	LIBRARY.	
					No. vols.	Vols. pur- chased this year.
Totals.....	288	625	223	874	102,431	4,902
Beloit College.....	9	18	6		25,200	2,159
Beloit College Academy.....	28	18	60	120	500	
Carroll College.....				8	1,000	
Concordia College.....		146		73	3,540	200
Evansville Seminary.....	20	17	35	11	600	
German-English Academy.....						1,350
Hillside Home School.....		2	4	2	1,500	50
Kemper Hall.....	5	2	3	2	3,527	
Lawrence University.....	8	8	9	108	15,624	211
Marquette College.....	37	178	27	118	9,348	48
Milwaukee-Downer College.....	10	2		100	4,121	62
Milwaukee Academy.....		34		20	800	
Mission House Ref. Ch. U. S.		53		27	6,000	
National German-American Teachers' Seminary.....						
No. Wis. Academy.....	1	3		4	600	
N. W. University.....		7		74	4,000	251
Pio Nono College.....					2,198	341
Racine College.....		2	4	15	15,000	
Ripon College.....	11	8		67	8,000	100
Stoughton Academy.....	11		1	1	700	30
St. Lawrence College.....	141	126	74	126	2,100	100
St. Mary's Academy.....	3					
St. Catherine's Academy.....	4	1	1		3,075	
Univ. of Sacred Heart.....						

